

July, 1957

The American School Board Journal



A PERIODICAL OF
SCHOOL ADMINISTRATION

In This Issue:

Full Employment of Teachers and Schools

— Wyman

Working Priority for Superintendents — Boyd

A New Commission Looks at an Old Problem

— Fitzwater

Abington Township Senior High School

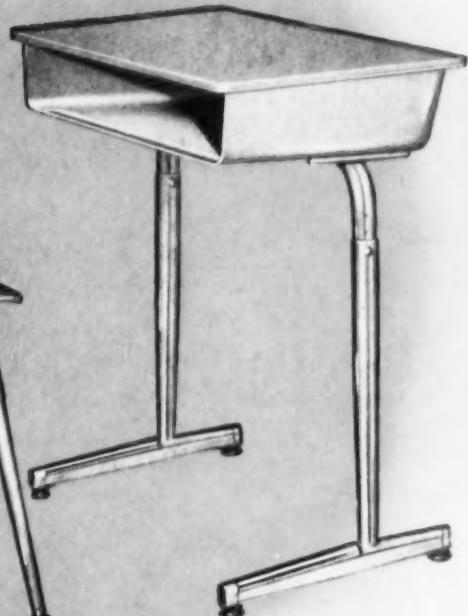
— Glatthorn

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TABLES

TABLES

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THE AMERICAN School Board Journal

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for July, 1957

The July JOURNAL features an important scheme for combining the advantages of the double-session or short-day and long-year plans. While only moderate success has been reported across the country when one of the programs has been tried independently as an emergency measure, Dr. Wyman's proposal adapts the features of each into a single, novel plan. Incorporated into your district (with modifications), it would give your taxpayers a break in school construction, your teachers a full year's salary, and your students a good education. Here's a forward-looking break in the current crowded-classroom scene and well worth your reviewing time!

What phases of the superintendent's duties are deemed most important by board of education members? Superintendent Boyd's research into this area of board-administrator relations suggests how co-operation between these two groups can be improved.



The school building section this month has an extensive review of the Abington, Pa., Township senior high school — "a functional educational laboratory and a center for community activity."

Contemporary in styling, flexible in area arrangement, practical in material use, it is designed to serve the varied needs of a comprehensive educational program in a suburban-rural area.

There are other practical articles for your summer reading and don't forget the JOURNAL's regular departments!

WILLIAM C. BRUCE, Editor

Published on the 25th of the month preceding the date of issue by THE BRUCE PUBLISHING COMPANY, 400 North Broadway, Milwaukee 1, Wisconsin. CENTRAL OFFICE: 20 North Wacker Drive, Chicago 6, Illinois. EASTERN OFFICE: 233 Broadway, New York 7, New York.

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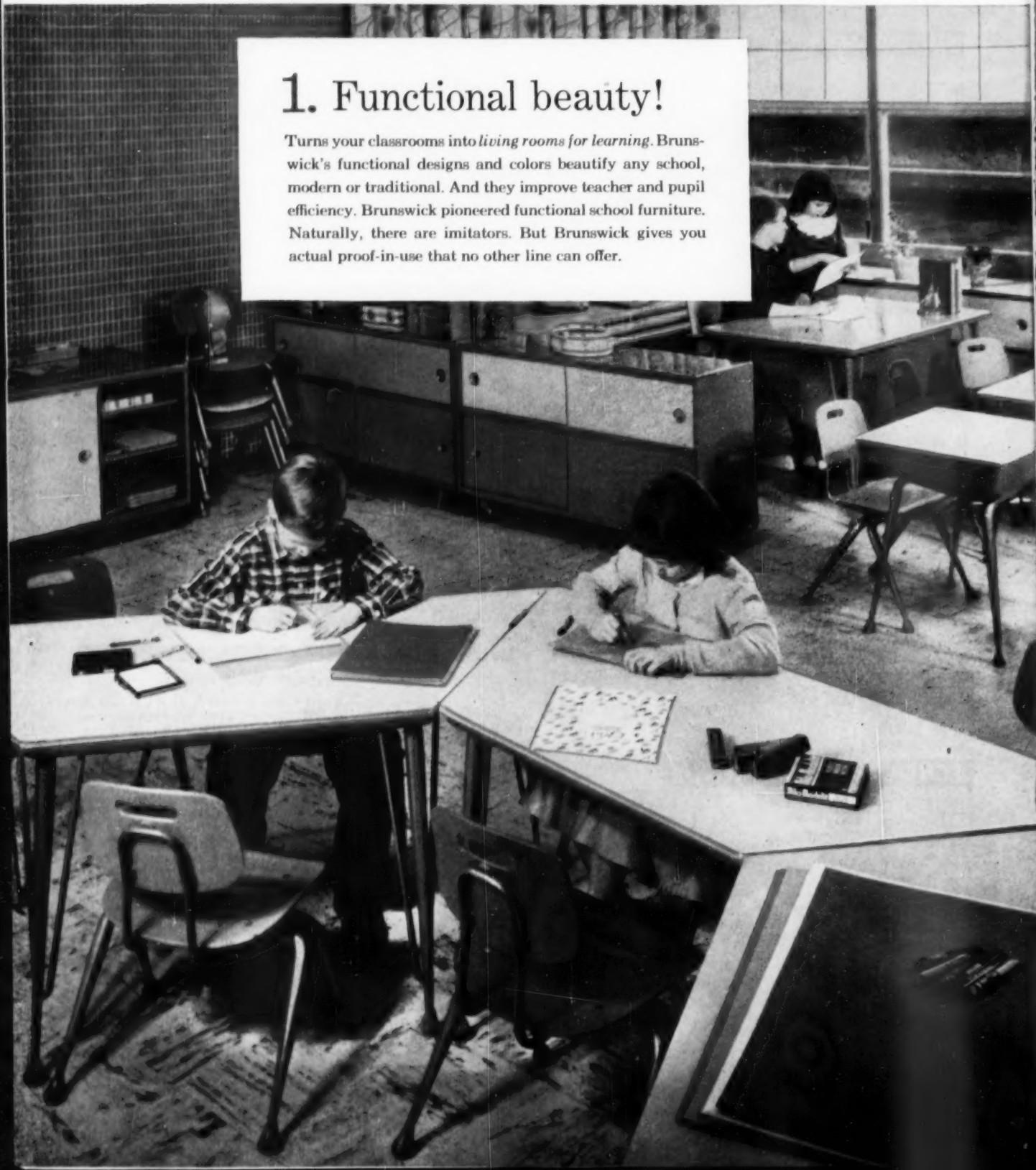
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EDITORIAL MATERIAL. Manuscripts and photographs bearing on school administration, superintendence, school architecture, and related topics are solicited and will be paid for upon publication. Contributions should be mailed to Milwaukee direct and should be accompanied by return postage if unsuitable.

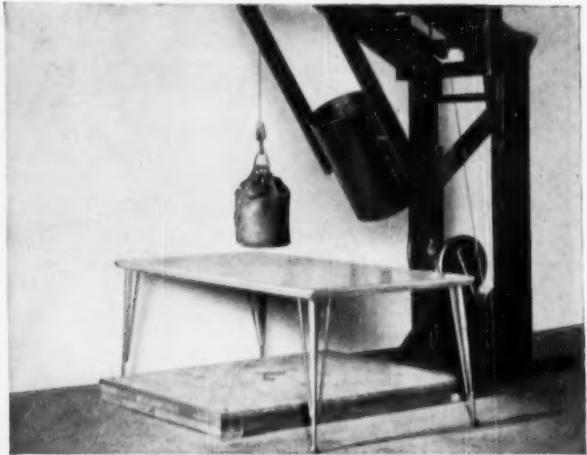
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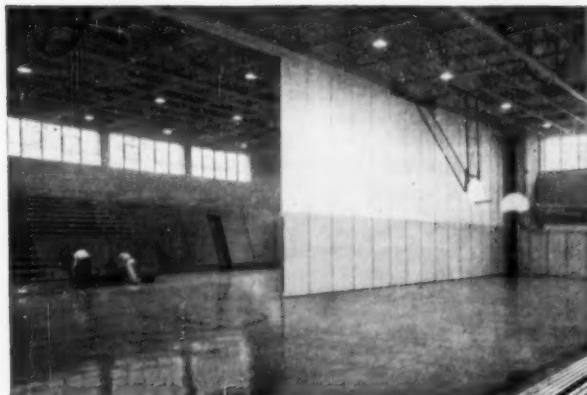


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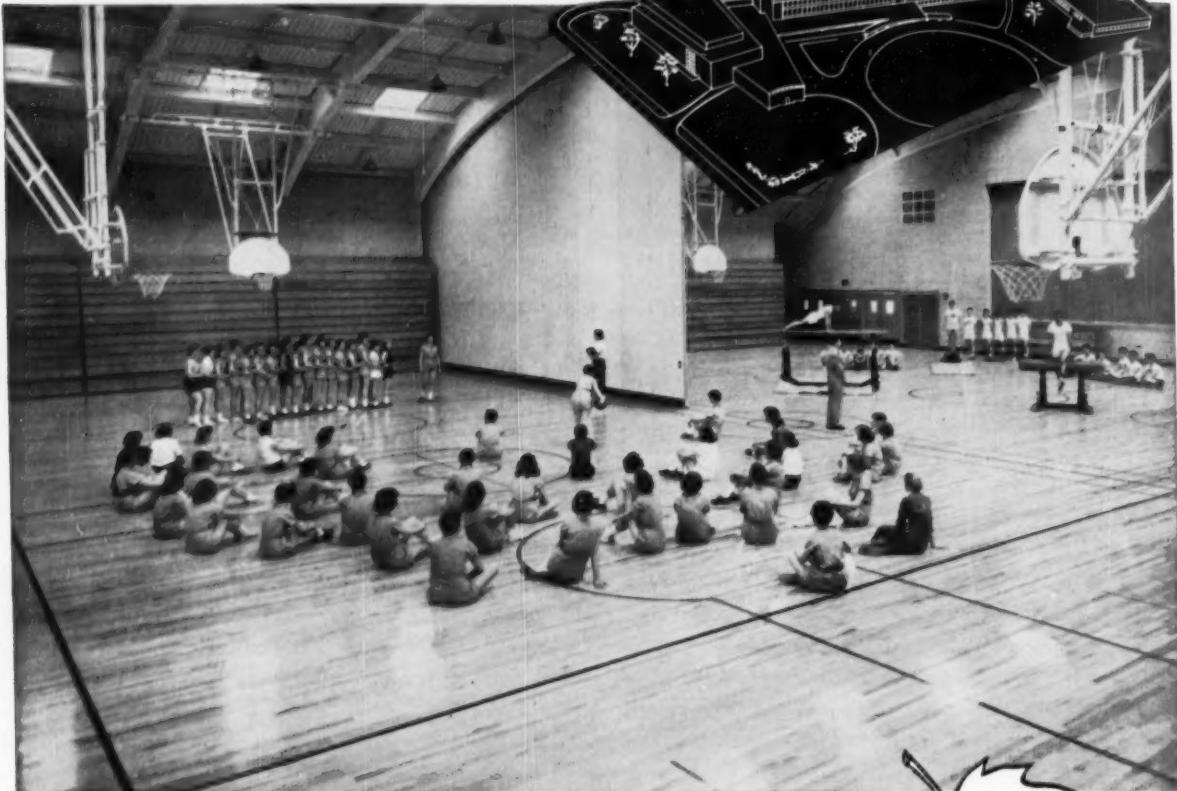
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Surveying the School Scene



CCompromise Program Gives \$1.5 Billion

President Eisenhower has announced that a compromise \$1,500,000,000 federal school construction program had his full support.

The President had originally requested a four-year \$1,300,000,000 program, while Democrats favored a \$3,600,000,000 plan.

The President urged that the funds to be granted to the states be issued under a formula that would give the poorest states \$3 for every \$1 they put up. The richer states would have to put up \$3 to get one federal dollar. The compromise cut this 3-to-1 ratio to 2-to-1.

SCHOOL ENROLLMENT INCREASES

Recent statistics released by the Census Bureau reports that about 40.3 million persons in the United States were attending schools in October, 1956. Of these, "1.8 million were in kindergarten, 26.2 were in elementary school, 8.5 million were in high school, 2.9 million were in college or professional school, and 900,000 were in special (trade and business) schools."

In comparing enrollment rates at all age levels between 1950 and 1956, steep enrollment advances were reported. These increases represent "continuations of generally upward trends during the past decade."

The number in school 5 to 13 years old increased 33.0 per cent between 1950 and 1956, whereas the population in this age group increased 31.3 per cent. At ages 14 to 17 the number enrolled went up

21.0 per cent, while the population increased only 14.3 per cent.

The study also showed that a growing proportion of the kindergarten pupils are going to public schools and a declining proportion are going to private schools. At the elementary and high school levels, however, growing proportions of the pupils are attending private schools.

SCHOOL BUILDING FILMSTRIP

The AASA has issued its new 1957 School Building Filmstrip, which shows many of the country's newest and best school buildings. It has been produced from photographs made of the individual entries in the School Building Architectural Exhibit at Atlantic City in February, 1957.

The 35mm. filmstrip includes 135 frames giving detailed information about libraries, kindergartens, lunchrooms, play areas, indoor-outdoor classrooms, and site developments. It is chuck-full of suggestions for site adaptation, utilization of corridor space, community use of school plant, and natural light control.

The filmstrip is available at the sale price of \$6 per copy.

CHICAGO LIFTS PAY OF SCHOOL HEAD

Supt. Benjamin C. Willis of Chicago will become the highest paid school head in the country when he signs a new contract on August 31. He is now paid \$30,000 a year and is second only to New York and Los Angeles.

FEDERAL AID TO EDUCATION

The U. S. Chamber of Commerce, which is opposed to an appropriation of federal funds for school building construction, has made public a 9-point program for school betterment. The Association recommends that businessmen generally take positive steps to help the local schools. The Association holds that "without your leadership to improve local and state school organization and administration, even federal aid will be ineffective to meet school problems. With such local leadership, federal intervention is unnecessary." The nine points recommended by the Chamber of Commerce are as follows:

1. Press for better school district organization and administration.
2. Require new school buildings to be of optimum size.
3. Reassess local property values to provide equalized taxation.
4. Liberalize school borrowing.
5. Utilize new sources of tax and nontax revenues.
6. Scrap outdated nineteenth-century bonding restrictions.
7. Re-examine property tax-rate limitations.
8. Establish and enforce a uniform base for state distribution and equalization aid.
9. Create school building authorities.

Dr. Willis, who took over the city school system in 1953, will receive an increase of \$5,000 next year, followed by annual increases of \$2,500 in each of the succeeding three years.

EXEMPTION FOR PAROCHIAL SCHOOLS

The House Ways and Means Committee in Washington voted on May 3, to exempt parochial schools from paying federal excise taxes. The present law exempts state and locally supported schools from paying retail, manufacturers', and other excise taxes. This privilege is extended to private nonprofit educational institutions.

SURVEY OF SCHOOL ADMINISTRATION

Teachers College, Columbia University has signed an agreement with the U. S. Office of Education for the beginning of a three-year research project dealing with problems of school administration.

The Office of Education is providing an initial grant of \$10,000 and subsequent grants totaling \$251,000, if funds are available. Teachers College and other institutions will provide \$104,000 for the project.

Dr. Daniel E. Griffiths, Associate Professor of Education of the Co-operative Center for Educational Administration, Teachers College, will act as director.

HOUSTON CHANGES

The Houston, Tex., board of education has elected as acting superintendent of schools G. C. Scarborough, principal of the Lanier Junior High School, to succeed temporarily Dr. W. E. Moreland, resigned. Superintendent Moreland will retire on July 1 for "private" reasons.

During the past five years the Houston schools have had numerous flareups, due to difficulties with citizen groups, teachers, and members of the board of education. In most of the troubles, Dr. Moreland was supported by the board of education. The latest difficulties ranged around the refusal of the board to adopt two high school texts recommended by especially appointed groups of teachers in the respective subject fields of economics and geography.

TEN COMMANDMENTS IN SCHOOLS

State Commissioner of Education James Allen of New York State has received a petition asking that he prevent the posting of the Ten Commandments in classrooms of a Long Island school district. The school board of the Nassau County school district voted last November to implement a plan that had been in effect without incident in

(Continued on page 54)

**LATEST "SPACE-SAVER" DESIGN
CENTRAL CONTROL, ALL-FACILITY
SCHOOL SOUND SYSTEM**

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MODEL S314
ULTRA-COMPACT
FOR USE IN MINI-
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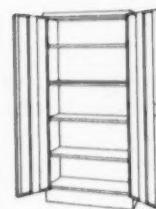
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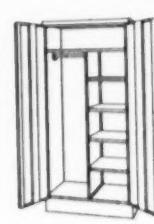
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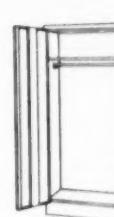
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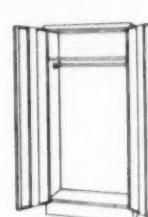
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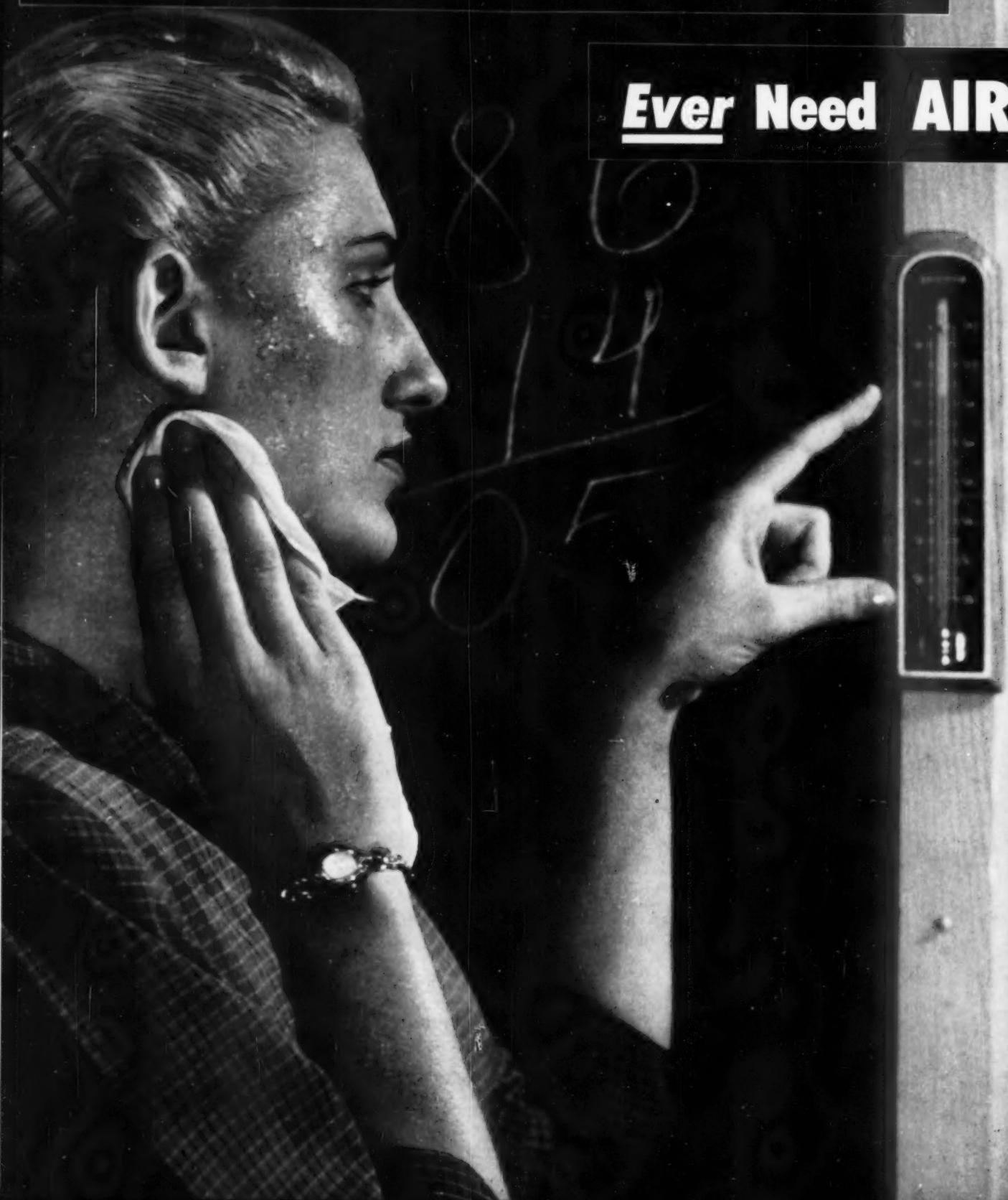
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HerNel-Cool II units provide individual temperature control for each room, automatically. Most of the year they provide heat, ventilation, or natural cooling (with outside air) as the room requires. When a chiller is installed in the boiler room, HerNel-Cool II units also function as air conditioners.

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Would you like more information? Just write to Herman Nelson Unit Ventilator Products, American Air Filter Company, Inc., Louisville 8, Kentucky.



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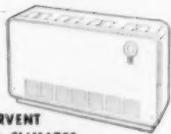
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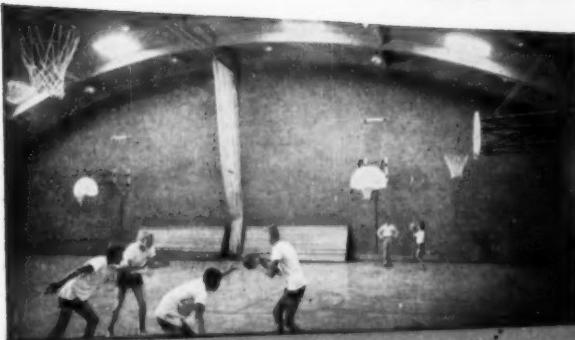
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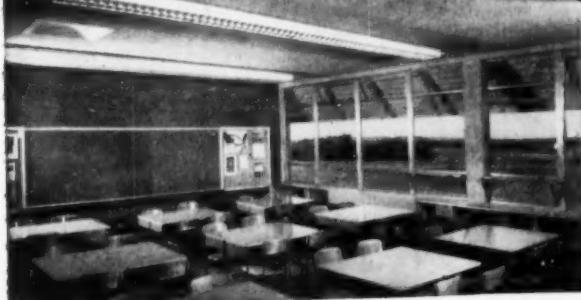


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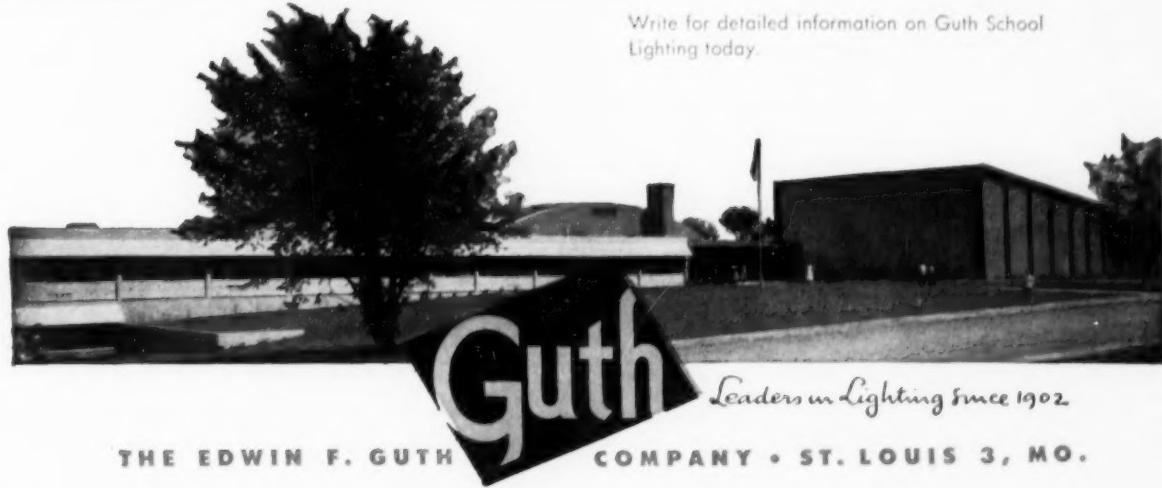
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N.S.B.A. REPORT

W. A. SHANNON Executive Director N.S.B.A.

News and Views

Six Major Educational Organizations Study Their Roles Together

Leaders of six national organizations convened in Washington, D. C., April 28-30, to participate in a workshop with officials of the U. S. Office of Education, the host organization.

This workshop was an outgrowth of the National School Boards Associations Research and Development Project which was begun May 19, 1956, and financed by The Fund for the Advancement of Education.

Here for the first time, these organizations met to interpret their respective roles and to identify overlapping programs of action as well as weaknesses in each association and its activities. The organizations were: American Association of School Administrators, National Citizens Council for Better Schools, National Congress of Parents and Teachers, National Education Association, National School Boards Association, and U. S. Office of Education.

The problems of national interest were considered to determine ways and means for the groups to co-operate. The first was merit rating for determining teachers' salaries; the discussion pointed up the differences in the basic thinking of the groups. For example, the professional educators indicated by their statements that the issue had never succeeded and thus the chances for its success in the future were unlikely. Dr. Taylor Hicks, immediate past president of the N.S.B.A. stated: "Since merit rating, as used here, is an evaluation of a teacher for the purposes of determining salary, then we now have merit rating in close to one hundred per cent of the school systems of our country. Annually, throughout our nation each teacher is carefully evaluated, his merit rating is ascertained, and his place on the salary schedule is determined without very much fuss or furor. So, why all this present agitation about merit rating?

"We have it; we are living with it. It is being put into practice in practically all of our schools. Yet I'm sure we would hear a terrific roar of disapproval or denial of the above statement from the very teachers who are being evaluated.

"At present most salary schedules are based on two very simple criteria: (1) longevity of service, and (2) professional preparation. On these two comparatively easily evaluated criteria the relative merit of teachers is arrived at each year. It is rather mechanical and there is very little

agitation when the teachers' position on the salary scale, based on their 'merit rating' as measured by the two above criteria, is annually determined.

"No one thus far has severely objected to this merit rating plan, even though it is well recognized that mere longevity of service is not always a true indication of the 'merit' or worth of the teacher. And I am certain that most board members, and superintendents, too, will agree that professional preparation itself is not an infallible indication of a teacher's ability. We have all seen the inferior teacher, who by constant attendance at summer school sessions, has increased his 'merit rating' and thus his position on the salary schedule, but who has not increased his worth to the school system nor his inspirational output to his students one iota.

"It seems, like the term 'federal aid,' the term 'merit rating' has taken on an unfavorable connotation that makes it difficult for one to approach the subject with an open mind. But since we are all supposed to have open minds, in this meeting, and since the definition of merit rating as given in our workshop material establishes that we now are operating under a merit rating plan; let us direct our attention toward the points of difference in our thinking:

"1. The advocates of 'merit rating' merely want a broadening of the base of the criteria upon which the teacher is evaluated.

"2. The advocates of the status quo want the teachers evaluated and their merit rating determined by the limited dual criteria of longevity of service and professional preparation. It is that simple.

"As a school board member of some 15 years' service, I am sympathetic to the teachers of our country. I think that what is good for them is good for our schools.

"It is my considered judgment that a broadened base of the evaluative criteria for determining teachers' salaries would be beneficial to the teachers themselves and therefore to the schools and to the children involved. It is also my belief that such a plan should be developed in each school system with the full co-operation and involvement of the teachers themselves, and only after an adequate base salary has been established. It is apparent that under the present system of salary determination the better teachers have not

been able to attain salaries commensurate with their worth to society as a whole and to the school system in particular.

"On the other hand some less efficient teachers are receiving salaries in excess of their comparative contribution to the school system and to society as a whole.

"The criteria for teacher salary evalua-

The 1958 N.S.B.A. Convention will be held April 17-19 at the Hotel Fontainebleau in Miami Beach, Fla.

tion at present are so restricted that mediocrity is rewarded equally with superiority. There is a tendency for the upward trend of teachers' salaries to meet a resistance that is unfair to them as a whole.

"It seems to me that in their interest, and in the spirit of improving what has not been as successful as desired, the teachers of America would do well to give serious consideration to seeking a broadened base for the determination of their individual salaries."

The second problem considered by the workshop participants was the year-round school. This plan seems desirable as a supplementary factor in meeting modern demands for more and better education; whether or not it ultimately becomes common practice is a matter for further study.

The third problem, financing education, brought out the unanimous agreement that the schools must have more money. How and where to get the funds did not reach such complete agreement.

Representing the National School Boards Association at the workshop were the members of the Executive Committee: Everett N. Luce, president, Michigan; Carl B. Munck, first vice-president, California; Robert E. Willis, second vice-president, Florida; Cyrus M. Higley, treasurer, New York; Dr. Taylor T. Hicks, immediate past-president, Arizona; Roy O. Frantz, director, Colorado; and John H. Woodall, director, Georgia.

IMPROVE ORGANIZATION

The board of education of Dearborn, Mich., has approved a new administrative structure which seeks to improve the administrative organization and efficiency of the city schools. The study was conducted by the school personnel, including the superintendent's staff, the principals, the directors, co-ordinators, and noninstructional supervisors. Members of the committee were Supt. Stuart Openlander, four deputy superintendents, five principals, and three university professors. The committee expects to continue its study in three areas as a means of effective co-ordination and communication between levels, schools, and departments.

DISCUSSION MEETINGS

The school board of Kankakee, Ill., has set aside one evening a month during which discussions are presented concerning various curriculum areas in the schools and the basic philosophy of education being practiced. The plan has proved to be an informative way to bring about greater understanding on the part of the board concerning curriculum and instruction.

The administration has assigned one-half
(Concluded on page 16)



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N.S.B.A. REPORT

(Concluded from page 14)

day each month on school time with representative teachers from the various groups discussing curriculum development and instructional improvement, the selection of textbooks, and similar topics. The group is known as the Instructional Council.

Under the direction of Supt. Anthony Marivaccio, the Kankakee schools have held two successful teacher workshops, and a third is being planned. These workshops are under the leadership of the teachers, with the assistance of administration and consultants, and their purpose is to exchange ideas and plan curriculum guides.

SCHOOL BOARD POLICIES

The Proviso Township high school board of Dist. 209, Cook County, Ill., in co-operation with its Citizens' Advisory Committee, has begun a community survey to obtain popular opinion concerning 30 items which will form the basis of determining school board policies. The items will include special services, guidance activities, curriculum and research services, school finance, and academic requirements. The board has already approved the reorganization plan.

RELEASE TIME FOR BOOK SELECTION

In the spring of 1956, W. E. McAllister, superintendent of city schools at Centralia, Ill., decided that it might be a good time to take stock of the local methods of teaching reading and to consider the possibility of introducing better textbooks. The community had been exposed to some of the furor of the criticism about "Johnnie's" inability to read.

Before the close of the school year a committee of two principals and eight teachers was appointed. These persons represented the eight school buildings which make up the

city school system and were chosen from the eight grades. As chairman of the group, Miss Florence McLaughlin, speech correctionist and specialist in reading methods, was chosen.

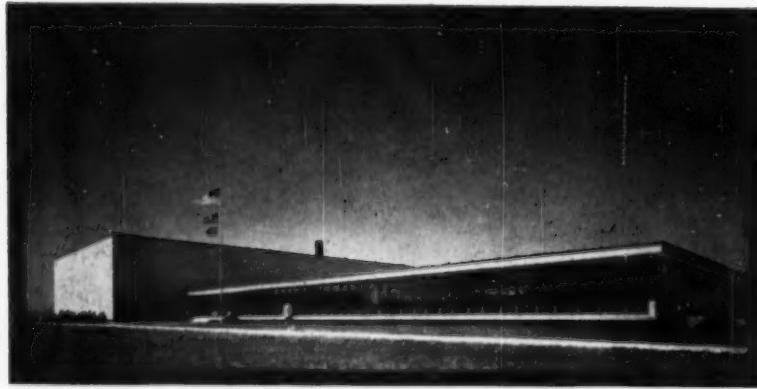
In October, 1956, the Committee at its first meeting, decided to make a study of available reading textbooks. Invitations to publishers for examination copies of textbooks brought responses from five houses, and dates were set to permit other representatives to discuss the books with members of the Committee. It was thought best that the committee members hold individual conferences with the bookmen rather than to have the entire group meet with them. Copies of the books were sent to each building and every teacher of reading in each school was invited to examine the books and to confer with the Committee member in the respective school.

Superintendent McAllister and Miss McLaughlin worked out a plan for a substitute teacher to accompany the book representatives, to travel from building to building. While the reading committee member had an hour's conference with the salesman, the substitute teacher took over the reading committee member's class.

Following the individual interviews, the Committee eliminated two sets of the books under consideration and asked the representatives of the remaining three houses to return, one at a time, and each on a different day, for an hour's hearing before the entire committee. These hearings were held after school hours. Later, the Committee further discussed the books and selected one series by a substantial majority.

All individual conferences were held while classes were in session, and with the substitute relieving the teacher committee member. This plan met with complete approval of the committee members and of the bookmen. Both teachers and salesmen were able to work without pressure and without limitations.

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PUPIL COSTS

The schools of Arlington County, Va., ranked first in the state in 1956 in local expenditures per pupil, according to the State Department of Education. Richmond ranked first among all localities with a per pupil expenditure of \$237.

Neither Richmond nor Arlington county had as much wealth per child as did Virginia Beach. The Tidewater Beach district had \$54,522 in taxable wealth for each school child and spent \$145 per pupil.

Arlington achieved top rank in expenditure per child with \$27,112 in taxable wealth per pupil, and Richmond was between the two with \$31,301. Falls Church ranked second among cities with a per pupil expenditure of \$223, with \$18,441 taxable wealth per child.

Fairfax was second among counties with \$157 per pupil expenditure, with only \$9,458 in taxable wealth. Alexandria ranked third in cities in per pupil expenditure with \$199. It was also third in wealth per child, with \$28,704.

ASSOCIATION NEWS

FACILITIES COUNCIL PLANS PROGRAM

The executive board of the School Facilities Council of Architecture, Industry, and Education, meeting in Washington, May 10 and 11, discussed detailed plans for its extensive, long-range "action program" of conferences, workshops, and seminars, media preparation and dissemination, and consultative services.

The Council was formed, as the group's president, Paul J. Misner, stated, "to give assistance to school administrators and boards of education faced with the tremendous problem of providing adequate schoolhousing in the face of tremendous pressures." Functioning as a "resource agency," the Council, according to Dr. Misner, Glencoe, Ill., superintendent and outgoing AASA president, will "make available to school people the best practices in the development of school buildings" through the above four-point program.

Dr. Thomas Carey, administrative assistant to the superintendent at Levittown, N. Y., was appointed as executive secretary by the executive board. He will begin his new duties July 1, at headquarters located near Washington.

Officers of the Council, in addition to president Misner, will include Z. A. Marsh, Minneapolis-Honeywell Corporation, as first vice-president, and C. Gates Beckwith, architect with Eggers and Higgins, as second vice-president.

PENNSYLVANIA EDUCATORS TO MEET

"The Best Education for All Pennsylvanians" will be the theme of the 35th annual Superintendents and Principals Conference to be held July 21-25 at Penn State University, University Park, Pa. Dr. Charles Boehm, Pennsylvania state superintendent, will give the address at the annual banquet on July 24.

COMING CONVENTIONS

June 30-July 6. National Education Association, at Benjamin Franklin Hotel. Secretary: William G. Carr, 1201 16th St., Washington, D. C. Attendance: 12,000. Exhibits.

July 21-24. National Audio-Visual Association and Trade School, at Morrison Hotel, Chicago, Ill. Secretary: Don White, 2540 Eastwood Ave., Evanston, Ill. Attendance: 2,300. Exhibits.

October 20-24. Association of School Business Officials, at Hotel Roosevelt, New Orleans, La. Executive Secretary: Dr. Charles W. Foster, 1010 Church St., Evanston, Ill. Exhibits.

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JULY - - - - - 1957

**School district reorganization: how vital a technique
for accelerating progress in our schools?**

A New Commission Looks at An Old Problem

C. O. FITZWATER

Chief, Local School Administration Section, U. S. Office of Education

The first of a two-part report on the recently concluded study (by the AASA's **Commission on School District Reorganization**) of the important trend of district consolidation during the period 1946 to 1956. Dr. Fitzwater considers in this first section the background to the movement, the progress and problems of redistricting, and the reasons why a re-examination was needed and will be helpful toward developing a better educational program in our country's schools.

Early last year the American Association of School Administrators established a Commission on School District Reorganization. The functions assigned the new Commission were explicitly stated: to review the research and study the reorganization programs which had been in operation during the past ten years, and to prepare a substantial report of the findings for publication. The Commission was to consist of seven members along with a special consultant and the AASA's Associate Secretary, Dr. Shirley Cooper, as general adviser.¹

An Earlier Look

The AASA's action was timely for several reasons. Ten years before, in

1946, a similar commission, the National Commission on School District Reorganization, was established under the cosponsorship of the Rural Education Project, University of Chicago, and the Department of Rural Education, National Education Association. This 1946 commission likewise appeared at an opportune time.

For many years district reorganization had been a major problem in state after state; in most of them little progress had been made in the past 20 years. There were, however, several outstanding exceptions: West Virginia, in 1933, had established a county-unit district system. New York State had been making relatively slow but steady progress since 1925. Washington had had outstanding success from 1941 to 1945, under a new type of permissive program which was a forerunner of those established later in a number of other states. Although several other states had eliminated sizable numbers of small districts during the 1930's and early 1940's, few had gone very far in solving their major problems, and most had little more than scratched the surface.

But an accelerated redistricting move-

ment was emerging as the result of a growing conviction that a concerted effort was essential to making any real headway. The year before, in 1945, legislation had been enacted in California, Illinois, Iowa, and Kansas which was similar to Washington's in providing a means for systematic reorganization planning at the county level. Idaho, Minnesota, North Dakota, Pennsylvania, and Wisconsin followed suit in 1947. Missouri did the same in 1948, the year the National Commission published its report.

Although several of these newer programs were studied intensively by the Commission, all of them, except the Kansas program, were just getting under way and what the outcome would be was not yet certain. Nevertheless, there was much to study, both in the newer programs and those carried on prior to 1945, and the Commission drew heavily on this background of experience.

The Commission's report, entitled *Your School District*, appeared at a time when it was needed. It focused nationwide attention on the need for stronger districts and summarized experience up to that time in establishing them. It influenced reorganization efforts not only in states where programs were already under way but also provided useful leads to states which launched programs after 1948.

Unprecedented Progress

There can be little doubt that the years since 1945 constitute one of the most significant periods in American

¹The members appointed were: Harlan D. Beem, Southern Illinois University, Carbondale, Ill.; Dr. Charles H. Boehm, then county superintendent, Bucks County, Pa., but later made state superintendent of public instruction in Pennsylvania; Dr. W. L. Gragg, superintendent of schools, Ithaca, N.Y.; Dr. Millard Z. Pond, superintendent of schools, Burlington, Iowa; Arthur E. Summers, Director, School District Reorganization and Transportation, State Department of Education, Jefferson City, Mo.; Dr. N. G. Fawcett, then Superintendent of Schools, Columbus, Ohio (resigned from the Commission when he became President of Ohio State University); and the author of this article. Dr. Howard A. Dawson, Director of Rural Service, National Education Association, was selected as consultant to the Commission.

FACT-AND-FIGURE PROGRESS IN SCHOOL DISTRICT REORGANIZATION

The AASA, in a recent release, reports that the number of school districts in the United States has been cut from 127,530 in 1931 to the present 59,270 and the number of one-teacher schools has been reduced from 148,711 in 1929 to 39,061 in 1955. However, as 8674 schools districts do not operate any schools, there remains considerable work to be done in this field.

education from the standpoint of improving district organization. This is true not only with respect to the number of states where efforts have been made to bring about improvements but also in the amount of progress made.

Regarding the latter point, statistics on the number of districts eliminated are revealing. In 1945-46 the total number of districts in the nation was slightly over 103,000. At the beginning of the current school year, according to a Bureau of the Census count, the total had dropped to approximately 54,000, a reduction of nearly one half. Most of this reduction took place after 1948, for that year the total number was approximately 101,000.

During the period since 1945 a number of states in addition to those mentioned above undertook comprehensive reorganization programs, among them Arkansas, Colorado, Mississippi, Nebraska, Nevada, South Carolina, and South Dakota. Not only that, but in a number of other states the old-type district consolidation laws were used more extensively than ever before.

In fact, during this 11-year period only a small minority of the states made no changes whatever in their district organization. In several, however, the number of districts was increased slightly, in some of the county-unit states by creating independent districts within counties and in a few other states, notably Massachusetts and New Jersey, by creating separately organized high school districts.

But almost three fourths of the states had reductions. While in some, both the number and percentage of districts eliminated was quite small, in others the change was little short of phenomenal.

Ten states eliminated more than 2000 districts each, and four of the ten more than 4000. Missouri had a reduction exceeding 5000; Illinois more than 9000.

In percentages, the results in several other states which had relatively fewer districts to begin with were even more striking. Thus, Arkansas had a reduction from 2179 to 423 (80.6 per cent); Idaho from 1114 to 176 (84.2 per cent); Nevada from 237 to 17 (92.8 per cent); and South Carolina from 1703 to 107 (93.8 per cent).

In many respects measuring progress in reorganization solely by the number or percentage of districts eliminated

may be very misleading. This is particularly true if large reductions are interpreted as meaning that a state has to the same degree solved its redistricting problems, or that all the new districts formed are adequate for providing modern educational programs at reasonable per pupil costs.

Actually, elimination of unnecessary districts has taken place in a variety of ways, all of which come under the general term "redistricting," although the legal terminology for the process may vary. But by no means every time that small districts have been eliminated have adequate new districts been formed.

Reorganizational Types

In a study of district organization prepared for use in the White House Conference on Education,² an effort was made to distinguish between comprehensive reorganizations and those of a partial nature. The former were defined as reorganizations based on area, county, or regional plans for establishing a new school system composed of a suitable number of school grades and educational offerings, and involving fundamental changes or expansions of the school program. Partial reorganizations were defined as those where very small districts were annexed to a larger unit or where two or more small districts were merged into a new unit without any marked change in the educational program. Reports from the states showed that over three fourths of the reorganizations taking place between 1945 and 1955 had been of the partial type.

Undoubtedly, some of these so-called partial reorganizations constituted sound procedure; everything was done that needed to be done in those situations — for example, when a few outlying small elementary units were annexed to a good-sized 12-grade unit which was already providing a modern educational program. But undoubtedly many reorganizations have been little more than "a step in the right direction," falling far short of what would have been most desirable in terms of the scope and quality of educational services needed.

²A Statistical Survey of School District Organization in the United States (Washington, D. C.: Superintendent of Documents, U. S. Government Printing Office, Oct., 1955).

This has been a major problem in many states, even in situations where a sizable number of districts were involved in a given reorganization and where notable improvements resulted, but only in the elementary school program. In some cases clusters of small elementary units have been merged into a new unit for elementary purposes only, and the new consolidated school brought important educational benefits for grade-school pupils but nothing for the high school pupils who were still sent, as formerly, to another district on a tuition basis.

More common has been the kind of reorganization where small elementary districts in the open country have merged with a small 12-grade village district to which they had been sending their high school pupils on a tuition basis. Such reorganizations have commonly resulted in improved elementary school programs for the pupils living in the open country and often several new courses have been added to the high school program. But reorganization did not increase the potential high school enrollments; consequently, many of these new districts have at best been able to do little more than provide very narrow, skeletonized high school programs.

Evidence that many new districts are quite small was provided by a 1953 U. S. Office of Education study³ of 552 reorganized districts in eight states. The number of component districts per reorganization ranged from two to 83 with a median of 15.3. Pupil enrollments of the 552 new districts ranged from fewer than 100 pupils to more than 12,000 and the median enrollment was 626 pupils. State medians varied markedly: New York's was 1044 pupils; Illinois's, 650 pupils; Missouri's, 406 pupils; and Minnesota's, 360 pupils. Of the 552 new districts, 101 included two or more component districts which had been operating a high school.

Obviously, the matter of determining what constitutes sound school districts is of major importance and presents a challenge to the AASA Commission. And although practice over the past ten years may not have been ideal in many instances, there is good reason for believing that a solid background of experience has been gained which will be useful in dealing with this highly complex and difficult problem.

This of necessity also involves analyzing the research and utilizing the results of sound experience on what constitutes a good educational program for today's children and youth — on what are the essential characteristics and

³C. O. Fitzwater, Selected Characteristics of Reorganized School Districts (Washington, D. C.: Office of Education, Department of Health, Education, and Welfare, Bulletin 1953, No. 3).

services of a good elementary school, a good secondary school, and what administrative and related services are essential to a good school system.

Fruitful Period for Study

There are other reasons why the past ten years of experience in reorganization merits careful study. In the first place reorganization cannot rightly be considered as something separate and apart from the social, cultural, and economic trends and developments influencing people's ways of living. That such trends and developments over the past ten years have accelerated the need for adequate districts everywhere, there can be little doubt.

Moreover, by no means all of the states that have tried to launch a reorganization program in the past ten years have succeeded, but many of those that did succeed used techniques and procedures which call for careful study. The experience of such states suggests the importance of the early stages in developing awareness of the need for a reorganization program and developing a readiness to undertake it.

Redistricting legislation has varied greatly. Nevada, for example, reorganized all its districts into county units by legislative decree. In Arkansas the people themselves enacted legislation by initiative proceedings which abolished all districts having fewer than 350 children of school age, either permitting their territory to become a part of a larger district or else directly making them a part of a county school district. Most states having active programs during the past ten years, however, have used the permissive approach, providing for systematic planning at the county level with proposals for new districts being presented to the voters for adoption or rejection. Some of these programs have been highly successful; others have not.

Another particularly important area is the influence of school finance on reorganization, and likewise the relationship between financial incentives and effective reorganization legislation. Some states have provided a good financial situation for establishing better districts; others have not.

Still another area in which outstanding developments have taken place is that of the leadership processes involved in carrying on a permissive type of program — the leadership and services provided from the state level, the procedures used in sound planning, and the methods used in developing understanding and support of local people for better districts. How local school boards and school administrators exercise effective leadership is a highly important part of these processes.

Unfinished Business

The real need for study of the experience gained over the past ten years is in the task which lies ahead. For despite all that has been accomplished in improving district organization, much remains to be done. At the beginning of the current school year only half the states had fewer than 500 districts each. Eleven states had more than 2000 each, and six of the 11 more than 3000.

But, again, numbers considered alone may be quite misleading on the magnitude of the problem. For example, the 1955 study of district organization⁴ referred to earlier showed that less than one eighth of the districts that year employed 40 or more teachers. Almost two-thirds of all districts employed nine or fewer teachers. Almost three-fifths operated elementary schools only. One district of every seven did not even operate a school.

Moreover, these shortcomings were by no means largely confined to just a few states. Only four states had no districts which employed 40 or fewer teachers. In 22 states more than half of all districts employed nine or fewer teachers. In 23 states more than half of all districts operated elementary schools only.

But even these conditions do not reveal the full magnitude of the job ahead. For experience of the past ten years underlines the fact that redistricting is not exclusively a problem confined to rural areas, or that it is entirely a problem of just getting larger

⁴A Statistical Survey of School District Organization in the United States, 1954-55, ap. cit.

districts established. In some communities the problem is not that of merging many small districts into a larger unit, for the existing districts are already good-sized, but of combining separately organized elementary and secondary administrative units into a unified system.

Not only that, but some of the knottiest reorganization problems today are not in rural areas at all but in suburban localities surrounding major cities. And cities themselves are by no means immune — in that connection, it is significant that two of the AASA Commission members are superintendents of good-sized city school systems involved in reorganization activities. And a third member, Pennsylvania superintendent Boehm, was until recently actively engaged in major redistricting activities in a county overrun almost overnight with mushrooming suburban communities.

Thus, there is little doubt that the problem of reorganization is more complex today than in years gone by, even more so than ten years ago. And, undoubtedly, the stakes today are higher than before. A weak, inadequate district system is a false luxury that no community or state can afford.

But there is good reason for believing that successful experience of the past ten years can help point the way to improving district organization in the years ahead wherever better districts are needed. Convinced of this, the AASA Commission has faced up to its challenging task.

The second part of Dr. Fitzwater's discussion, which will appear in the August JOURNAL, will consider the findings and recommendations of the AASA commission on district reorganization.



BOARD-TEACHER MEETINGS IN DEERFIELD

Board members of Elementary School District No. 109 in Deerfield, Ill., became "students" and benefit from first hand experiences in the methods of teaching as they are "instructed" by teachers of their district. Kindergarten and first grade teachers are shown above at the left; the "class" of board members and administrators are on the right. Superintendent is Dr. W. E. Sheehan.



At the early "educational" meetings, the board served with the panels in answering questions; at subsequent meetings in which the educational program was demonstrated, board members became a part of the audience and joined in asking questions rather than answering them. Board members include, from left to right: Dr. William J. Pistor; Jacob C. Fruchthandler; Dr. Delbert L. Secrist, president; Mrs. John D. Lyons; Clarence A. Betts, clerk. Dr. Robert D. Morrow is superintendent.



At Tucson's "educational" board meetings, the teaching of reading was reviewed in considerable detail. The four meetings on reading were initiated by a general panel discussion; this was followed by a second-grade demonstration (above) of a typical reading lesson and by a demonstration (below) of an enrichment program in reading by a fifth-grade class. At the above meeting, 375 seats had been provided but many persons were forced to stand — an indication of the community interest gained by these conferences.



Educational

School board meetings have been dominated traditionally by business matters — taxation, finance, salary schedules, inventory control, bond elections, maintenance, and operation. That these matters are important cannot be denied, for money must be raised and bills must be paid. Board members will agree however that, to fully meet their obligation to the community, business affairs are of secondary importance, and a study of the educational program in the schools should have priority. So felt the five-member board of education in Tucson, Ariz., and they decided to do something about it.

Realizing that at the regular meetings the agenda was usually filled with the many business details of a rapidly growing school district (and that special meetings must of necessity be called frequently), a second official monthly meeting was established last year to be devoted entirely to educational matters. The purpose of this meeting is to inform the board on current educational practices in the Tucson public schools. Since all board meetings are open to the public, it was discovered that the general public, as well as the board, were more interested in the educational program of its schools than in their business affairs, or even the school tax rate which (at \$6.72 per hundred) is quite high.

A Steering Committee

At first the educational meetings had a tendency to get out of hand. Individuals who attended wanted to go far afield and cover every educational problem they had ever encountered or thought they had encountered. The need for a steering committee to co-ordinate the many suggestions and manage the meetings was soon apparent. This committee — composed of two board members, the superintendent of schools, an assistant superintendent, an elementary principal, a senior high principal, a supervisor, a teacher, and two parents

**Board meetings
devoted to instructional
practices in the Tucson, Ariz.,
schools have community
appeal . . .**

Meetings of the Board

WENDELL ECKHOLM and RALPH W. RODA

— gives direction to the project and plans the programs on a yearly basis, to give a logical sequence for an overall point of view. Subcommittees are appointed to plan the agenda for definite meetings; these plans are formulated at least a month in advance. The board convenes the meeting and then immediately turns it over to the moderator who has been selected by the agenda committee.

Many questions and many suggestions have come from both citizens and school personnel. The following topics, which reflect a community-wide interest, have been discussed to date: individual differences in students; special education; planning for new schools; the curriculum; and areas of responsibility of the home, school, and church. The reading program in the Tucson schools was a recent topic, and there was a series of four presentations by teachers and students of various grade levels, under the direction of the supervisory staff.

At each meeting, the audience participates in the discussion and also makes suggestions for future presentations,

either from the floor or by placing them in a suggestion box.

The following program is typical of the meetings.

Mr. Eckholm is director of instructional aids in Tucson, Ariz., while Mr. Roda is principal of Kelland school there.

Since the topics presented at these monthly school board meetings devoted to education are of significance to the community, the attendance has steadily increased. Between fifteen and 20 "lay citizens" attended the first meeting; averages now approximate 300 per meeting; while the March meeting drew something over 400. The meetings are publicized by sending letters and programs in advance to the city newspapers, to the radio and television stations, and to civic organizations. They are also discussed by a member of the agenda committee on a television program the day of the meeting. There is a mailing list of parents and interested citizens who wish to receive the pro-

gram in advance. More than 600 families and organizations are on the present mailing list. Each meeting brings added requests from people who wish to be notified of the meetings.

To give citizens an opportunity to visit the school buildings in all areas of the city and to encourage attendance and participation by parents, the meetings are held at a different school each month.

Many beneficial by-products have resulted from this project. A few are: (1) stimulation of students and teachers participating; (2) boost in morale of the school staffs acting as hosts; (3) opportunity for the taxpayers to see how the tax dollar is used.

What is the future of this project? It appears that these meetings will go on indefinitely as new areas of interest unfold at each session.

It is significant that these educational meetings were originated and promoted by the board of education and the superintendent of schools. They are not meetings called by groups of disgruntled parents to make demands upon the board.



The bulletin board (left) welcomed board members and guests at the meeting on reading. Appropriate displays of materials and equipment used in instruction have been of particular interest at the meetings devoted to the teaching programs.

Schools Are for the Children

. . . their contribution of art plaques for a new school
was a fine opportunity for pupil participation.

MAURICE C. PATTERSON

Principal, Starr Elementary School, Richmond, Ind.

"What do you think of the idea of using children's own designs on plaques to be placed in hallways?" asked Mr. Turnbaugh, the business manager at a meeting of the new building planning committee.

"Wonderful idea, but how could children's designs be used in a new school building?" one teacher asked.

"Elementary school children are so young; I don't see what they could do to help with the making of plaques," volunteered one of the mothers on the committee.

"Just what did you have in mind, Mr. Turnbaugh?" the principal asked.

"Well, I was just discussing with Mr. Walls, our art supervisor, the possibilities of using children's own designs on the plaques that could adorn the eight brick columns jutting into the hallways of the new building," Mr. Turnbaugh continued.

The art supervisor thought it had many possibilities and the idea was submitted to the architect who also became enthusiastic about this unique suggestion.

Any of you who have ever met with a group of teachers planning something as important as a new school building can well imagine the "buzz, buzz" of excitement and enthusiasm that permeated that group, once the challenge of a potential creative project like that above had been thrown out to them. In fact, from then on our business manager had some difficulty in keeping the professional members of our committee on the discussion of the more detailed aspects of our new building plans.

Decisions to Be Made

The next step was to call a meeting of the faculty, invite the art supervisor to discuss with the teachers the various possibilities, techniques, materials to be used, and who or what age children could or should do this project.

Although attendance at the building committee meetings was optional, so great was the enthusiasm that all teachers came, energetically exchanged ideas with one another, and flooded our supervisor with questions presenting many real problems as well as some imaginary ones. Out of this discussion came these general plans which were carried to completion.

First the children made designs on newsprint paper the size of the finished plaques, 16 by 24½-inches. This was done as an art experience in each room in grades kindergarten through six. About ten of the most interesting designs were selected from the contributions from each room. The designs were chosen on the basis of simplicity, child level interest, and usability in the sand technique.

Next the designs were cut out and laid on moist sand in wooden forms the size of the finished plaques. The outlines of these designs were traced in the sand with fingers, sticks, dowel rods, or handles of large paint brushes.

When the design tracings were completed, concrete was poured into the forms on top of the designs which had been made in the sand in negative form. When the concrete was set the forms were taken apart, the surplus sand was brushed away,

and the plaques were ready to insert in the brick columns in the new building.

Ours was a large building. There were several rooms for each grade level. The finished building was to have just eight brick columns to adorn with pupil made designs in concrete plaques. Only one plaque was to be used from each grade level. That made a second selection necessary to reduce the room contributions to the required eight. The criteria for final selections were set up. First consideration was the appropriateness of the composition of the design itself; was it childlike? Would it be of interest to this age children? Would its design fit in with the texture of materials used? Would each choice add variety and uniqueness to the whole project? These qualifications were based somewhat on adult standards. Teachers selected final plaques by registering preferences thus eliminating all but the eight needed for the building.

When the actual work was finished and the concrete poured and dried, the school city sent its delivery truck and transported the plaques to the new building now under construction. They have been embedded in the brick columns—creations of the children's handiwork.

Some who view these plaques will see them as crude, immature, or perhaps undignified art; but to all who know, love, and understand children, who appreciate their creativity, their enthusiasm, and their untapped wealth of ideas, the sight of these plaques will, we hope, serve as an inspiration.

The procedure in plaque creation — from design on newsprint to tracing on sand, to poured concrete — is shown below, while at left is a sample finished product.



**An important plan
for combining the features
of the double-session day
and the year-round
school . . .**

The present shortage of classrooms and teachers is well known to everyone. The fact that there will be an increasing shortage of both with the school population bulge is equally well known. The solution proposed by most educators is simply to build more classrooms and hire more teachers, but it is very expensive to build classrooms and very difficult to attract qualified teachers. The time has come for a complete rethinking of the whole teacher-classroom situation.

As in no other major line of endeavor, teachers and classrooms have been used traditionally on a part-time basis. It may have to be so, but possibilities for change should be explored. It seems desirable to investigate ways of employing teachers the whole year, and at the important work for which they

A Possible Combination

Since there are serious drawbacks to both these plans adopted independently, why not combine the features of the short day and the long year to give pupils a good education, teachers a full year's salary, and taxpayers a bargain in school construction?

A number of objections and questions immediately arise and tentative answers are proposed. Apparently this system has not been tried and procedures would obviously have to be tailored to experience.

Children typically attend school about 180 days per year. This leaves classrooms empty about 70 days exclusive of Saturdays, Sundays, and holidays—days when most other business and public buildings are open for business. Historically, the long summer vacation was designed so that children could work on farms. Obviously, only a few children now use the vacation for this purpose.

Children typically have about five class hours per day, which leaves classrooms empty for a number of hours each day when other business and public buildings are in use. Of course, some teachers do their checking and preparation after school in classrooms, but this seems to be more the exception than the rule. This is not meant to imply that teachers do not work as many hours per week as other workers. The opposite is true, but much of this work is done outside of school.

The 180, five class-hour days total 900 hours of instruction per year. If school years were increased to 225, four class-hour days, each pupil would still get the same 900 hours of instruction as at present.

If four-hour days were used, it is obvious that two shifts of teachers and pupils could use the same classroom facilities. The actual time schedule would have to be worked out for each particular school. From 8 to 12 and from 12 to 4 would be obvious trials, and other schemes with and without a noon vacancy could be tried.

Darkness when children are going to and from school is obviously a disadvantage, particularly for younger children. During the short days of winter it might be desirable to shorten the pupil-day somewhat. It also might be possible to use the cafeteria, general purpose room, and library so that both groups would be in school together for an hour at the middle of the day. Manipulation of the schedule to take maximum advantage of daylight hours would also help.

Such a two-shift system would require only slight classroom alterations. There would need to be double pupil storage space and increased bulletin

FULL EMPLOYMENT OF TEACHERS AND SCHOOLS

RAYMOND WYMAN

Associate Professor of Education, University of Massachusetts, Amherst

have been specially prepared. It also seems desirable to use classrooms more completely, and in the way that they were designed to be used.

Two challenging departures from our present part-time use of teachers and classrooms have been proposed: the year-round school and the two pupil-shifts per day programs.

The idea of the year-round school has been tried in many places, but generally on an optional basis and for special nonacademic purposes. The idea of two shifts of pupils and teachers per day has been adopted through necessity when there have temporarily not been enough classrooms to go around. The major criticism of this scheme has been that it is impossible to do a year's work properly on the same number of shorter sessions.

board space. Both of these have already been provided in many schools.

A two-shift system would increase the salary budget and decrease the cost of building, transportation, upkeep, and supervision. It would seem that a town or city would save tremendously on capital investment and slightly on total school costs.

Teacher Schedule Adjustments

Teachers would go on an eight-hour day for 11 months similar to other professional people. This would require a 25 per cent increase in salary or typically a thousand dollars per teacher in average localities. Schools would shut down completely for a month, probably July or August, and for the regular holidays. Children might well have a few additional days off around Christmas and at other times when teachers were on the job in the schools doing necessary things other than teaching. Teachers would work about 230 days per year, which compares favorably with other professional people.

The teacher's eight-hour day would consist of four teaching hours and four office hours for correcting and checking work, preparing lessons, and professional improvement. It should be easier to do good classroom work for four rather than five hours. It should be easier to do good checkup and preparation in four hours at the school than in irregular hours away from school.

If teachers are to do their work at school, then space must be provided for them. The space needed is office and preparation space. A number of double offices equal to the number of classrooms should be provided. An afternoon and a morning teacher would share the same office. The offices would be large enough for two desks, two filing cabinets, two side chairs, and abundant shelves. A teacher workroom should also be provided with work-tables, sink, projectors, literature, duplicator, etc. A special office for supervisors and special teachers might be desirable. An office wing could be included in a new school or added to an old one. An existing classroom could also be partitioned for the purpose.

Numerous Advantages

Having teachers in the building for four nonclassroom hours would seem to have advantages. No teacher would be expected to take any work home. This would leave evenings and week ends free for normal adult activities. A supervisor or administrator could work with any teacher any day without interrupting class activities. Teachers could preview films, prepare bulletins, duplicate materials, etc., in a place specifically made and stocked for the

activity. Parents would know that teachers were available by appointment on almost any day, rather than a few times during the year. Professional improvement courses or workshops could be given in or out of school for two hours both in the morning and afternoon for any or all of the nonteaching group to take.

Teachers need to travel and they would still have a whole month for this purpose. Any place in the world is now only a few days away; more frequent, less prolonged trips might prove better than the traditional long journeys. Some sort of a sabbatical leave system would also seem desirable.

Summer Planning Difficulties

The typical college summer school would not fit into this schedule. However, workshops and other courses of a month or less should prove popular. During the year, the college or university could give its courses for teachers right in the community, or nearby.

The typical, long summer-camp period, that a small percentage of the children have enjoyed, would not fit this schedule. Either two, separate one-month camp sessions to go with schools having different one-month vacations could be arranged, or the camps could expand their offering to include enough classwork to substitute for the missed schooling. Since summer camps use professional staff members and mature college students, this would not seem to be difficult.

Adults traditionally take vacations during the summer, but vacations in all seasons are now very common. Parents often wish to take their children on trips during their vacation periods, which may not coincide with the school vacation. With the longer school year, a given number of calendar days absent is not as great a percentage of the year as before. Possibly a week per year of approved vacation with the family should be permitted or encouraged at any time.

New Activities

With this year-round school (11 months), a number of expanded activities could well take place. None of these are new, but they are certainly not common at the present time. A school garden should become common so that all children can have firsthand acquaintance with growing things. Most new schools now have the land, but the long summer vacation makes gardens practically impossible. Some schools might also want living animals, although most teachers seem to avoid them. There should be more hikes in the summer months for exercise, nature study, local history, theme material,

visiting local industries, etc. Hikes or walks are also adventures in social or group living. Every child needs to learn how to swim and camp outdoors.

Most of the arguments for the year-round school are equally valid for elementary and secondary schools. The work would just be different. In smaller communities it might be desirable to have the junior high school meet one half day and senior high the other half. One or two principals might be employed.

Resulting Economies

It has been indicated that teachers' salaries would increase about 25 per cent. This would give teachers year-round employment so that they would not need to find summer or other part-time work. This should attract and hold more teachers, especially those with family obligations. It might very well make teaching more attractive to the best young people seeking a life's work.

The increase in salaries would probably be more than offset by accompanying economies in the year-round plan being expounded. The interest alone on a million dollar school at 3 per cent is \$30,000 per year which would equal \$1,000 per year to 30 teachers. This plan would remove the necessity for many new school buildings.

Only half as many school buses would be needed, and each one would be used twice as much. This would decrease capital outlay and the number of drivers. Using buses so much would probably require that the town own and operate them with regular employees. Bus drivers could also tend school grounds and buildings or do other town work.

With fewer classrooms for a given number of students (half as many), there would be fewer custodians needed, less fuel would be used, and other operational economies would result.

Effects on School Areas

The school library would probably gain in importance since any pupil who needed it or wanted it would have half a day to use it. Furthermore, the pupil's own teacher would be available in the building if he was needed. Many pupils might benefit by going early or staying late to do schoolwork right in the school. Schools that do not have libraries might convert an existing classroom to this purpose. Some adult or older pupil could be in charge. A professional librarian in the elementary school would not seem necessary with a pupil's own teacher nearby if needed. Large secondary schools would need a full-time librarian.

This system in practice might pro-

(Concluded on page 67)

What do boards expect of their chief executives?

A Working Priority for Superintendents

RICHARD S. BOYD

Superintendent of Schools, Mapleton, Ore.

A superintendent of schools served a small Oregon city for three years. There were a few complaints, but there are always a few complaints. Things seemed to be going all right. At the board meeting for rehiring teachers the superintendent was released with no previous notice. He had failed to please, but how many times and in how many situations? Where and how had he been judged? He had no way of knowing.

Who Is the Jury?

Much attention and effort is being given to outlining the superintendent's job for him, to pointing out competencies he should have, to defining professional standards. The emphasis in research and in conjecture connected with this topic seems to be on how the members of the profession can better prepare or be prepared for the job of superintendent of schools. This constant search for standards and competencies is worthwhile but it has overlooked to a great extent the jury in the case. The competencies and the standards are carefully devised by professional educators, but they are judged by school board members. Most of these board members have not gone through the training of teachers or administrators. Their rules have developed through a different experience. They have their own ideas of the job of superintendent. And it is these people and these ideas that the superintendent depends upon for retention in his position.

Do board members and their friends really have in mind some ideal which they hold for a superintendent of schools? One is led to wonder. If they do, it should be extremely valuable for superintendents to know.

What Does He Do?

What is the role of the school superintendent as seen by school board members and by people whose judgment they respect? In search of the answer to this question 113 people were interviewed, people who were instrumental in

hiring and firing superintendents. These people were school board members and people whose judgment school board members respected concerning school affairs. These 113 people were taken from 14 school districts in Oregon. The districts were widely separated in Oregon but were chosen as comparable in size and organization, important points for the results to have meaning. None had assistant superintendents and none had superintendents who taught or acted as building principals.

Deciding upon a group whose ideas were important was followed by experimentation with ways to collect the ideas. Asking a number of questions about a superintendent's job would be suggesting what the interviewees should think about.

To avoid this an unstructured interview was used. One question was asked. "What are some things you know of that a superintendent (any superintendent in your experience) has done which seem to you to be examples of good work?" The point in asking for examples was to avoid vague impractical ideas of what a superintendent should do. It was real actions held foremost in people's minds that the inquiry sought.

When the interviewing was complete, there was a separate sheet of notes for each interview. These were characterized by such statements as:

"He has an agenda figured out at board meeting so we get right into things."

"When a board member is absent from a meeting, the minutes, bills and other papers are sent to him."

"He is very frank with the board; tells them if he has made a mistake. He doesn't try to pass the buck."

The next task was to draw together the incidents which bore enough similarity to be treated as one. When this was accomplished, a statement was formulated to cover each group of similar incidents. The result was a list of the activities or qualities of the superintendent which stood foremost in the minds of the people interviewed. Some

of the statements were based upon a few incidents, some upon many. Following is a list of the statements and number of related incidents which served as a basis for each statement.

46 The superintendent tries continuously to inform people about school happenings, school problems, and school needs.

35 The superintendent assigns duties, co-ordinates activities, and supervises work so as to get the most out of his teachers.

31 The superintendent becomes as widely acquainted as possible and takes an active part in community organizations such as clubs and church.

29 The superintendent diplomatically pacifies those individuals or groups who come in with problems or gripes.

27 The superintendent has a business-like procedure for handling school income and expenditures.

24 The superintendent establishes good discipline but retains the respect and liking of the pupils.

24 The superintendent keeps harmony and high morale on the staff.

22 The superintendent prepares clear and complete reports to keep the school board informed on school matters.

21 The superintendent strives to improve the curriculum by adding courses and by keeping emphasis on important subjects.

18 The superintendent is good at selecting new staff members.

17 The superintendent stands up for an idea he believes in and tries to sell it.

15 The superintendent sets up a clear and complete program for each school program.

15 The superintendent confides in the school board and works with and for it.

12 The superintendent has high moral standards which serve as a good example to teachers and students.

12 The superintendent does a good job of planning and supervising building projects and upkeep of physical facilities.

11 The superintendent studies approaching needs and makes policy recommendations for the school board to act upon.

11 The superintendent carefully collects and prepares the figures for the budget.

10 The superintendent stands up for his teachers, providing leadership to obtain improvements in pay and working conditions.

9 The superintendent explores all the

facts before making a decision or outlining a plan.

9 The superintendent has a pleasant personality; he is friendly and easy to meet.

8 The superintendent withstands small pressure groups and keeps all groups and religions in the district in mind in making decisions.

8 The superintendent organizes community groups of committees to participate in planning.

8 The superintendent backs up his principals and works through them.

7 The superintendent makes all people feel they have a part in the school.

5 The superintendent tries to present honest figures to the school board and public, reporting mistakes as well as successes.

5 The superintendent does not hesitate to fire teachers whose work has proved to be poor.

5 The superintendent knows good educational practices in the classroom and in school activities.

What Is Important?

This drawing together of closely related incidents offered some evidence as to the types of things people remembered superintendents doing. It gave no evidence of how strongly they felt about any one activity. To be of practical value it was necessary to know which things people felt it most important for a superintendent to do well. The list of statements was now sent to the same people who had been interviewed. They were asked to rate on a seven point scale how important they felt each of the activities or qualities to be in the job of school superintendent. By comparing the ratings in several ways, it was possible to arrive at the answers to some important questions.

Do School Districts Agree?

In general, school districts do agree upon the role of the superintendent of schools. The agreement between any two particular school districts may be quite small. Rank-difference correlations* varied from .17 to .79. The median correlation was .62. But, perhaps the most important point is that on certain features interviewed districts agree wholeheartedly.

There are some activities and qualities of the superintendent which all school districts agree are highly important. Eight of the 29 statements ranked consistently high. In searching these eight statements for guides which might assist a superintendent working in one of the school districts studied, groupings became evident.

Three mandates are clearly served:

First, three statements grouped at the top leave no doubt that the people

doing the rating — an important group to superintendents — feel the first and foremost job of the superintendent is to work with and for the school board. Re-emphasized, he must confide in them, report honestly to them his mistakes as well as his successes and he must prepare clear and complete reports on school matters for them. The school board members want inside information. They want it straight and they want it clear.

Second, the superintendent must have high moral standards which serve as an example to staff and students.

Third, closely rated with moral standards is executive ability. A group of five statements points to skills in the executive fields. A good superintendent of schools recognizes the chain of command by backing up his principals and working through them. He handles the finances of the district in a businesslike manner. He knows and recognizes good educational practice; he gives attention to keeping staff morale high; and he uses care in the selection of professional personnel.

There were two other points upon which the respondents quite consistently agreed. These were the low ranked statements.

At the very bottom of superintendent's duties listed, was the one referring to the organization of community groups to participate in planning. Lay committees fared poorly. Two or three raters noted that this was a board function.

A second and surprising agreement was discovered in six statements grouped next to the bottom. School board members and their immediate associates are not much concerned over public relations. It would be dangerous to conclude from this that public relations is unimportant. But, the evidence points out that school board members and their immediate associates are just not as strongly concerned about this as they are about other matters. They feel that it is relatively unimportant for the superintendent to be active in community clubs and church. His personality need not be outstanding. Many things are more important than his being a peacemaker or a leader in selling ideas. The group is not even greatly concerned over his informing the public about school affairs or making the public feel that they have a part in the schools.

This conclusion is one that merits some careful thought. Forty-six times (15 times more than in any other case) incidents were mentioned in the interviews concerning excellent work of the superintendent in informing people about school happenings; school problems, and school needs. Yet, out of 29 statements, school board members

and their associates rated this one point as 23rd in importance. Next most numerous of mention in the interviews were incidents regarding the wide acquaintanceship of the superintendent and his activity in community organizations. When rated in importance to the superintendent's job, this came out a weak 28th.

Certainly this is a paradox. It raises a number of questions. Have superintendents publicized and made much over less important functions in their work? Do superintendents do their best work at less important parts of their job? Are the most important tasks the ones which are the least spectacular? These offer lines for future research.

Are There Points of Disagreement?

There are certain parts of the superintendent's job in which the expectancies of different school boards vary markedly. As discovered by this inquiry they are:

1. The superintendent's part in discipline.
2. The superintendent's part in assigning and supervising work of the teachers.
3. The superintendent's part in preparing the budget.

The superintendent should make an early effort to determine the attitude of his school board upon these points. In a given school district one of these might rate near the top in importance; in another district near the bottom. He must locate his position through discussion or through requesting decisions on minor problems. Upon these points the superintendent needs to be flexible. He must avoid preconceived notions.

Do People Group on Their Ratings?

Groupings were studied according to age (above 40; under 40), occupation (5 categories), educational level (2 groups), income (3 groups), and years served on the school board (0, 0-4, over 4 years). A few small differences were located on these personal groupings. For example, old-time school board members and college men appreciate a prepared agenda for meetings more than others. In general, none of the personal differences have much effect on the idea of the role of the superintendent which school board members and their close associates hold.

The above findings are valid for one group of districts. Different size districts, different organizational patterns, or different sampling might materially affect the role determined for the superintendent. For one group of superintendents these findings can help set a priority of importance on tasks. Faced with innumerable choices and threatened by many pitfalls such a priority can be critical.

*Spearman formula, $I = \frac{6\sum D^2}{N(N^2 - 1)}$, used to compute rank-difference correlations.

Education Problems in a No Man's Land

AL REMMENGA

Lincoln, Neb.



Shortages of desks and space force fourth-grade students at Garfield school to study on the floor.

In Nebraska, youngsters are still taught to read the nursery rhyme about the old woman who lived in a shoe which overflowed with children.

For this year's students at Lancaster County District School 113 near Lincoln, however, it wasn't any fairy tale. They were experiencing the very same situation right in their own classrooms.

The two-room Garfield School was crowded in the 1955-56 school year with a record enrollment of 162 students. But when the school doors opened last September, children from suburban homes and trailer courts outside Lincoln's city limits swarmed into the white frame school building. The school's five teachers gasped in surprise as total enrollment reached 210.

Where did they come from? Where could the teachers put them? How could an adequate elementary education be provided in a school building that was designed to accommodate only one fifth that number of students?

Perplexed school officials on the three-member board, already plagued for several years with the problems of maintaining a rural school on the boom fringes of a metropolitan area, tried to answer these questions with action.

Three makeshift classrooms were set up in the school's basement, an additional teacher had to be hired at the last minute, and 50 new desks were ordered to take care of the overflow of pupils.

Meanwhile, some of the students were seated in a few available chairs. Some were placed around tables borrowed from a local church. And some had to study their lessons while lying on the floor.

More Children

It seemed with the arrival of new equipment and careful planning by the six teachers that Garfield School might be able to continue its operation throughout the year. A month later, however, the Lancaster County Board of Commissioners approved another 30-stall trailer court in the area over the objections of the school board which told the commissioners: "The school is over its capacity already. We

can't stand another trailer court and more children."

A week later, the three school board members — chairman Henry F. Brt Jr., secretary Mrs. Betty Schofield, and treasurer E. J. Ritchey — handed their joint resignations to county superintendent of schools Glenn Turner.

But the individual board members couldn't escape the rural district's pressing education problems in that manner. Turner conferred with Nebraska commissioner of education Freeman B. Decker and, backed with a legal opinion from attorney general C. S. Beck, Decker announced that the Garfield school board "resigned without legal authority" and still constituted the district's board of education. The board could only resign, Decker said, if it successively appointed another person to succeed each present member or if the present board called a special election for the district.

Decker suggested to the board that they work toward annexation with the Lincoln School District 1, the district inside the city limits. With that reply, the District 113 board met with Turner and Decker for further discussions and decided to circulate petitions requesting annexation to the Lincoln schools.

They succeeded in getting 425 signatures, nearly 62 per cent of the eligible voters in the district, on the petitions. Hardly a month after the school year had begun, the request was placed before the Lincoln board of education which considered the petitions, then announced that taking over the district by the city wouldn't improve the situation at Garfield School.

The rural district had problems which were more than the Garfield school board could cope with, agreed Steven Watkins, superintendent of the Lincoln schools, but if the city annexed the district "it would only be assuming the same problems and probably couldn't cope with them any better."

Causes of the Problem

This difficulty was one in a succession of problems which have confronted the

District 113 board, explains Board Chairman Brt, who adds that the current dilemma is the result of three principal developments:

1. Postwar population in Lincoln, Nebraska's capital city, has risen from 95,000 to an estimated 125,000. This has brought the development of a business district outside the city limits and expansion of trailer courts, residential sites, and an amusement park, all in the Garfield area. "It's a no man's land that nobody takes care of," said former county commissioner Chauncey E. Barney.

2. Reactivation of the Lincoln Air Force Base, a Strategic Air Command installation, has brought an estimated 6,000 servicemen to the city. The Garfield area, which lies directly between Lincoln and the air base, has become the natural "temporary home" for Air Force families with trailer houses. "We don't mind having the children," says Mrs. Schofield, the district's secretary, "but the trailers come and go so fast, we can't tell how many pupils we'll have until school starts." A recent census of children from the ages of one to 20 in the district showed 228 lived in conventional homes and 208 lived in trailer homes.

3. Expansion of the air base has taken several hundred acres off the tax roles of the rural school district. "You can't run a district that has this many pupils on the income from two and one-half sections of land," board member Ritchey says.

Garfield's problems "have been growing worse and worse," Chairman Brt explains. "While our district area has been reduced by land taken over by the air base, our enrollment has steadily increased."

"We believe most of this is due to the mounting number of trailer courts in our district. One across from the school has approximately 50 children living there."

"We have nothing against the children of air base families and construction workers (the majority of the trailer court occupants) attending Garfield," Brt adds. "It's just that we're too crowded now."

This year, trailer homeowners send some 101 students to the rural school, almost half the total enrollment. And while the



The overcrowded conditions in this two-room Garfield school near Lincoln, Neb., are too frequently typical of the rural schools on the fringes on a fast-growing metropolitan area . . .

assessed valuation of the 5120-acre district is \$913,640, only \$47,710 of this comes from the trailer courts and house trailers and the majority of the valuation is derived from approximately 1600 acres of farm land. The school district's 21.29 mill levy in 1956 is raising a total of \$19,541 in taxes and the school received \$4,956 from the Federal Government for its designation as a "federally impacted" area. More than \$5,000, however, goes for the payment of free high school tuition and \$4,600 of the tax money is for a special building fund which isn't of sufficient size to use for at least another year. This leaves the district with only about \$15,000 to pay six teachers and finance the school's operation for a year.

Per pupil cost of education in the Garfield School, says Brt, is \$99 compared with \$130 and \$106 respectively for the next two largest rural schools in Lancaster County and a \$350 per pupil cost of education of children in the Lincoln district. While it was suggested that Garfield might contract with the Lincoln district for the education of its children, Brt points out that this would cost the district more than \$60,000, four times the amount on which it is now operating.

In Nebraska, trailer courts are taxed as real property, primarily for the ground they are on, and trailers are taxed as personal property. Trailers belonging to military personnel, however, are immune by federal law from personal taxes.

Brt says this system of taxation is responsible for the low amount of tax money raised in the rural district. One court of 30 spaces, for example, had only five trailers which paid personal taxes in 1955 and eight trailers that paid personal taxes in 1956. Lancaster county assessor Arthur Davis also explains that trailers are assessed on March 1 and taxes are paid the following year. It is not uncommon, he says, for trailers to leave the county before the tax payment date arrives.

And Brt says that the tax rate on both courts and trailers is inadequate. In another court of 31 spaces, the assessed valuation of the court was only \$1,465 and with 30 children in the court, the owner

paid a 1956 school tax of just \$31.19. A 1954 model 38-foot trailer in the same court, assessed at \$1,000, paid a 1956 school tax of \$21.19.

The question of governmental control in the area is also added to the problems of the district. It is within the so-called three mile limit of Lincoln so the city has been handling zoning responsibilities. But since the area is outside of the city limits, the county has been licensing the trailer courts and other businesses that want to locate in the Garfield area. The county board takes no responsibility for the District 113

situation because they say since the area has already been zoned by the city for business, the county must license a qualified applicant.

The Lincoln board of education believes the city should annex the area, automatically bringing the major part of the district into the city school district. Some city officials, however, say Lincoln would be unable to supply many municipal facilities to the area and in addition, businessmen in the area, many of whom Brt says do not live in the school district, are opposed to annexation because of the subsequent higher taxes that would be imposed by the city.

A Partial Solution

A partial solution to the school district's problems is in the making, however. State Senator Stanley Portsche of Lincoln, with the support of the Lancaster County Mobile Homes Association which includes most trailer court operators in the Garfield area, says he will introduce in the 1957 Nebraska Legislature a plan to require all trailers to be licensed and to pay personal taxes to the county before the licenses are obtained.

This, officials hope, will allow enough tax money to be raised to allow better operation of Garfield school and will open the door to eventual annexation with the Lincoln school district.

"It's got to work out this time," one Garfield school board member said. "The operation of a school in the area not only depends upon it, but it just isn't right to deprive these children of the educational facilities they deserve."



COLUMBIA CITY BOARD PLANS NEW HIGH SCHOOL

Co-operation with the Columbia City, Ind., Joint High School District board by several lay and specialist committees has gone into the extensive planning of their new \$1½ million, 800-pupil high school. The building is expected to be occupied by September of 1958. Members of the board include, from left to right (seated): Arthur H. Trier, secretary; Jay Crawford, president; Arthur Hillgoss, vice-president; Forrest M. Orr, treasurer; (standing) William M. Bloom; Harry Yoder; Lester Brock; Edward E. Glenn, superintendent; Glenn Burns; and Thomas Cornelius.

**A listing of practical techniques
designed to ease strains
that plague teachers and
students in involved in —**

Opening a High School

WM. PLUTTE

Principal, De Anza High School, Richmond, Calif.

Opening a new school should be an experience enjoyed by everyone in the profession. After such a year, nothing could arise that would offer an insurmountable challenge.

Having gone through two such openings, the writer firmly believes that one year of this type of administration should count as several for tenure. At least there is the feeling that one ages much more rapidly than in "normal" years.

However, an objective approach to the problem can aid greatly in calming one's nerves. To be kept in mind are three major areas that will offer the greatest need for constant evaluation: the physical plant usage, personnel morale, and student morale. These three areas are so magically intertwined that it is difficult to determine whether one is a cause or a result.

The School Plant

As extensively as possible, the school usage should be planned so that the maximum benefits are obtained with a minimum of disruptions or problems. Thinking in terms of a secondary school, where youngsters move from room to room, classes for the younger students should be scheduled so that they will have few long travels during the day. The younger the child the more apt he is to want to get from one place to another in the shortest possible time, resulting in periodic marathons during the school day. When their rooms are near to each other, this situation is eased and the sweating, panting youngster, who had to travel hundreds of feet at full speed, is eliminated (almost entirely).

If possible, departments should be grouped together, affording teachers the opportunity to discuss mutual problems during free moments. The drawback to such a situation is the probability of cliques or clans developing, but a well-furnished, hospitable teachers' lounge, serving as a central gathering area can do much to reduce this problem.

Moving from the arrangement of classrooms, the next problem is involved in student eating and lounging areas. If a school has several lunch periods, the rooms near the eating areas should be programmed with a minimum number of

classes. The sound of exuberant students eating and playing can detract from the most interesting lesson in session. And, a situation usually overlooked during sunny fall days, is what happens to children on rainy or cold and snowy winter days. Considerable thought must be involved in planning for those inclement days and how the children must be kept dry and warm, reasonably well occupied, and away from study rooms where they may be distractions.

For our first year we had a good lunch program, but it will be dropped because of our increased enrollment. With two lunch periods (950 total students), we operated on a shortened, split-lunch schedule. Such a program requires enough classrooms where the youngsters will be able to be contained during the time between the two lunch periods. With 50-minute class periods, the two lunch periods were forty minutes each. Between the two lunches all youngsters were in class, allowing time for cafeteria cleanup, and minimizing the amount of waste time the children would normally have. This schedule, incidentally, cut the school day 15 minutes with no loss of study time.

A simple, but important, plant usage problem is the issuance of lockers. There will always be exceptions, but by issuing top lockers to upper grades the uncomfortable physical sight of gangling youths bent over, and small fry reaching on tiptoe can be eliminated.

Where will the greatest amount of traffic flow? By reasoning through this probability, the placement of bulletin boards and display cases can best serve the majority. By rounding off angled planted areas, students will be able to make their turns on pavement rather than on flowers. (Although studies indicate there can be no prediction of student trailways.)

Of course, there must be plans for rallies, assemblies, dances, and athletic events. The school plant must be examined to determine where these events will be held and how they will function. In all secondary schools the sale of tickets and commodities is an important function. Planning for a central sales office can prevent business office headaches in the

future, even if the "sales office" is merely a desk in the cafeteria.

Where student groups, such as councils and clubs, will meet should be in a scheduled plan. Last-minute room scheduling could aid in deterioration of these activities. If a school is not fortunate enough to have a built-in Student Union, it is possible as we did, to convert through student monies, a basement storage space to such a room, which serves as a meeting hall.

Last, the simple procedure of numbering rooms can offer traffic aid or confuse children. Some logical sequence should be followed so that there is a reasonable starting place systematically moving up to a logical terminus.

These few physical factors, commonplace and mundane in established schools, merely illustrate the fact that new schools present endless problems because they have not been tried. Actually, no phase of school plant usage can be assumed "routine."

Not if there is the desire to make the new school the best.

Personnel Morale

Almost all school personnel moving into the new plant will be undergoing a pioneering experience. The conflict between a desire for routine security and the urge to experiment can often cause upsetting situations.

Though there may be nothing new under the educational sun, there are better ways of reaching goals. A new school may invite the expression of better techniques, if personnel understand they are free to try. However, the administrator has to walk a tight line, balancing the wise and the unwise with a firm, steady hand. And he must realize that older personnel are firm in their belief that years of experience indicate tried and successful methodology is the best way to teach. Fortunate indeed is the principal who finds his staff balanced with experienced and novitiate members. That is, if he is willing to cope with the emotional strain of attempting to develop a team from variably individualistic staffers.

Morale may be defined in many ways, but probably the two important factors



"Youngsters moving into a brand new school undergo a social and mental strain unequaled in other phases of school life."

involved are to allow individual enterprise and to applaud work well done. Both may be cheapened by indiscriminate permissiveness.

Some teachers desire and need constant reassurance prior to attempting a project; others wish to attempt an individualistic approach. Both should be recognized and encouraged in their endeavors. The important factor is that there is no real need to change the philosophy of either. Both types of teachers can contribute to an excellent whole, and should receive full co-operation.

There is also the problem of how and when to recognize efforts. Constant back-slapping can deteriorate to the level of a meaningless, "How are you today?"

Twice during the first school year (at Christmas and at the year end), teachers were given personal letters of thanks for efforts extended during the semester. The view was taken that the individual who maintained an excellent current events bulletin board felt as important as the enthusiastic club sponsor whose organization successfully completed six major projects. Too often in education we tend to overlook praise for the excellent classroom teacher in favor of the sponsor of well-publicized activities, such as sports, dramatics, and publications.

The individual "thank-you's" from the letter recipients indicated a genuine enthusiasm for this relatively minor endeavor.

It was further recognized that good teachers put in a great deal of time perfecting their teaching methods and techniques. The decision was made that meetings would be kept to a minimum and each meeting should have a definite problem of mutual interest. Departmental meetings were held quarterly, while faculty meetings were confined to eight throughout the year.

Each faculty meeting was held in a different departmental area, with its members preluding the meeting with a brief discussion of the department's aims and goals. Following these discussions mutual problems were considered and a general evaluation of the school's progress was presented. The longest meeting lasted 45

minutes and all offered understandings that everyone was a partner in the total school program.

What was missing our first school year was a good teachers' manual. This publication was discussed, but the decision was agreed upon that any specific directive would be changed, or altered so much during the first year that the resulting confusion would outweigh its utility. Certain beginning policies were published at the start of the year, and daily newsletters corrected, added to, or changed these policies as experience indicated needs. Following this first year there were enough well-defined policies that were put into a manual to offer a guiding set of rules for the second school year. However, there is a definite understanding that "we will not stand on our principles, right or wrong." When faculty experience indicates a policy can be bettered, it will be improved.

During the summer vacations preceding and following our first school year, newsletters were mailed to all personnel informing them of activities taking place. Teachers were invited to correspond with the school so that their doings could be incorporated into the newsletters and keep other faculty members informed of personal doings. The objective was to have the teachers feel they belonged to a group and were not merely school-time workers in a building. Personal visits, by teachers, during the vacation indicated their interest in the school was more than occupational.

These, then, are several of the means of obtaining high teacher morale. It is hoped that continuance and expansion of ideas will enhance this spirit.

Student Morale

Youngsters moving into a brand new school undergo a social and mental strain unequalled in other phases of school life. They not only discover a new plant, but meet new friends, new teachers, and new sets of rules that are foreign and challenging.

Definitely missing are the traditions and ways of doing things that are common to

older schools. These youngsters have an unexplored area that must be mapped as they move along. A trip into the unknown is harrowing to adults; it is terrifying to children and they need patient, constant attention.

To ease this strain we visited students in their current schools the semester preceding our opening. Temporary student councils were set up (with the co-operation of their administrators), and periodic meetings were held to begin the student laws and activities. Through the able assistance of some of the youngsters, a newspaper was published which contained summaries of the councils' actions and discussions of school opening problems.

President and officers pro tem were elected, and they conducted meetings with the assurance of well-established officers in a functioning school. All policies approved were categorized as "temporary" until students in the new school elected their own representatives and officers. But the serious considerations given to problems assured a good, solid beginning.

During the last week of summer vacation, preceding the school opening, open houses were held to discuss the school. After tours of the plant, student handbooks and opening day procedures were presented to all children. A parents' open house was held one evening to orient them to the new school.

These orientation days paid off, for the opening week of school was as smooth as possible. No one was lost and the children knew the mechanics of the school day.

However, when the newness wore off our problems began. The students, with no established school routine to guide them, developed an apathetic attitude. They seemed to lack direction and cohesiveness, even resentment, at not having been fortunate enough to go to an established high school.

That was when we began "Operation Spirit." Lectures and writings do not build morale; the spirit must be felt from within. Talented teachers began sponsoring activities that would offer recognition to the students. Sports were organized that would give students teams to root on to victory. The students were invited to discuss school problems and shortcomings. Most important, each was permitted to discuss ways to make his school better. Council representatives were given advisory time to pool student thoughts and suggestions, which were carried back to the councils for deliberation.

Each student, if he had any interest, was given the opportunity to share in his government, school activities, and school morale.

Opening a new high school was not a simple task. It did not culminate in a rousing finale. However, at the end of the first year it was gratifying to hear many comments that, "The year went by too fast. We have a lot to do."

SPECIFIC OBLIGATIONS COVERED BY SURETY BONDS

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The second part of Professor Punke's review of important decisions involving legal aspects of the statutory performance bond. Future issues will contain articles on "Notice and Filing Claims," and "Rights in Unpaid Sums Due a Contractor."

II

Although it may be agreed that a bond is intended to guarantee payment of persons who supply labor and materials in school building construction, claims for some items may be allowed readily under a particular bond whereas claims for others are disputed. Hence consideration must often be given to specific items.

1. Material furnished but not used in the building—In the treatise noted earlier it was stated that as a general rule the surety is liable to materialmen and laborers only for items of substantial value that have entered into the construction of a building, or that have been consumed in or about the structure.¹ One aspect of a Florida dispute² concerned liability for materials stored on the building site, but not yet used in the structure. The building contract gave the architect general supervision of the contract and authority to certify to the district when payments under the contract were due. The contract also provided that the contractor should regularly give the architect a "breakdown of labor and materials completed and/or stored on the job site," as a basis for determining payments due. However the specifications provided for progress payments on the basis of "material and labor used on this project." After receiving the first progress payments, the contractor absconded. The court said that under the contract it was proper for the school board, upon the architect's certification, to pay for material stored on the job site. The surety was therefore liable.

Were Materials Used in the Building?

One disputed point in a recent California

¹Harold H. Punke, *The Courts and Public-School Property*, p. 169.

²Pan American Surety Co. v. Board of Public Instruction (1955), 76 So. 2d. 868.

nia case³ related to whether there was adequate evidence that the materials concerned were used in the building. The Valley Electric Co. supplied materials to a subcontractor for use in constructing the Woodlake building. The subcontractor also had other electrical jobs under way, and the Woodlake site was used to store bulky items for different projects. However undisputed testimony showed that all items for a particular job were earmarked accordingly—that they were separately ordered, invoiced, billed, used, and paid for, and that all items used in the Woodlake school were checked against receipts covering those items. The actual physical location in the building was shown for items amounting to \$4,881.91 of the \$5,415.15 remaining unpaid. Invoices for the remaining portion of the \$5,415.15 were shown to cover the types and number of items needed on the job, and shown to have been delivered to the job. Moreover it was shown that the job was completed according to specifications, which included details regarding electrical work. The evidence was considered sufficient to show that the materials were used in the building.

2. Tools and equipment, and temporary housing for them—One item in the preceding Florida dispute related to surety liability for tools and equipment of the contractor, and to temporary buildings which had been constructed to house them. In refusing to hold the surety liable for such items the court reasoned that articles which are consumed or lose their identity in prosecuting the work are classified as materials entering into the structure, but they are not so considered if they may be used on successive projects.

A similar situation appeared in a Penn-

³Valley Electric Co. v. Stage (1956), 297 P. 2d. 702.

sylvania case⁴ which was governed by a statute providing for a bond to guarantee payment for labor or material supplied "in the prosecution of the work whether or not the said material or labor entered into and became component parts of the work." The bond was almost identical with the statute in the foregoing respects, and the contract provided that the contractor shall "furnish and deliver all the material and . . . perform all the . . . labor required." Action was brought to recover from the surety of a painting contractor for such items as ladders, trestles, scaffolding jacks, planks, and guard rails which had been supplied to the contractor. The court held that the statute was not intended to cover items of permanent equipment, and that items such as those noted were not "material furnished . . . in the prosecution of the work," within the meaning of the statute.

3. Scaffolding and form lumber—Although the court in the foregoing Pennsylvania case implied indirectly that scaffolding and form lumber might be covered by the prevailing statute, that point was not clearly before the court. However it was directly at issue in a case recently before the Louisiana Court of Appeals.⁵ Before defaulting, a subcontractor bought lumber for scaffolding, forms, and mortar boxes but did not pay for the material. The general contractor continued to use the items involved as he completed the unfinished work of the subcontractor, and was in possession of the items at the time of suit. The bond insured payment for materials used or consumed in performing the work. The opinion followed a ruling of the state supreme court limiting surety liability to the statutory requirement, disregarding any enlargement recited in the bond, and holding that the surety was liable only if the material "was incorporated into the work so as to become a part of it, or . . . was used up and became extinguished in the construction"—as dynamite in clearing a right of way. When it was contended that the materialman had an equitable claim which the contractor was compelled to pay, the court pointed

⁴School District of Philadelphia v. B. A. Shrag Co. (1939), 9 A. 2d. 900, 336 Pa. 413.

⁵Terrebonne Lumber and Supply Co. v. Favret (1941), 2 So. 2d. 256.

Complicated specifications and contractual relationships in schools' extensive building programs give rise to a large number of disputed points in surety bonds . . .

out that the materials had been sold to the subcontractor and the fact that the contractor had used them did not make the contractor any more liable to the materialman than to any other creditor of the subcontractor. Thus the contractor was merely considered as a third person whom the materialman's vendee had permitted to use certain materials which had been sold to that vendee.

4. Survey of site, "layouts," and excavations—One point raised in the Florida case⁶ noted in an earlier paragraph related to surety liability for surveying a site to determine such matters as slope, angles and area, or to locate the corners or other lines of a building so that construction could proceed according to specifications. Such items were considered to be proper charges against the surety. The same applied to excavations and fills needed in constructing the building.

5. Current operating expense—Fuel, haulage, electric power and various other items of daily expense are usually involved in school building construction. Dispute regarding liability for such items came before a federal court from a Pennsylvania community.⁷ The cost of freight, haulage, board, and similar expenses were recoverable from the surety, said the court, but not telephone bills or the cost of photographs. Electric bills were not allowed, even though part of the current was used to operate a painting machine. According to the court's reasoning, electric current, photographs, and telephone usage did not enter into and become a part of the building in the same sense as did freight, haulage, or board.

6. Insurance premiums—Contracts for the construction of school buildings usually involve premiums or surety bonds, and may involve premiums on such items as fire or windstorm insurance on a building while it is under construction, or premiums on workmen's compensation insurance. Question regarding liability for such items thus arises.

One point of dispute in a Florida case,⁸ noted earlier, concerned the liability of the surety for money which the absconded

contractor had secured to pay the premium on his surety bond. The architect had authority to certify reports of construction progress on the basis of which the school board made payments. The amount of insurance and bond premiums was apparently included in the first payment authorized by the architect. The contractor absconded after receiving this payment. Two construction projects were involved. No work had been done on one project and not much on the other—at the time of absconding. The court held that under the circumstances no bond or insurance premiums had yet been earned at the time that the first progress payment was authorized, and that the surety was accordingly not liable on this count.⁹

Are Insurance Premiums Supplies?

A school building contract in New Mexico¹⁰ required the contractor to maintain workmen's compensation and public liability insurance. The plaintiff loaned funds to pay the premiums involved, and was not repaid by the contractor. Plaintiff contended that to "maintain" insurance meant to pay the premium expense involved in keeping the insurance valid. The bond guaranteed that the contractor would "comply with all requirements of law" and pay for all "materials and supplies furnished upon or for work under said contract." The court said the real question was whether insurance premiums were "supplies," and added that supplies includes "only those articles which by their very nature are necessarily consumed in the performance of the contract." As evidence of intent of the parties, the court cited a section of the bond whereby the surety guaranteed payment "for any labor, materials, team-hire, sustenance, provisions, provender or any other supplies or materials used or consumed . . . in performance of the work contracted to be done." The surety was not liable for the insurance premiums.

7. Superintendent of building construction—It is not unusual for a construction superintendent to be employed by a contractor to supervise the construction

of a building. Question regarding the liability of a surety for his pay may thus arise, as it did in Pennsylvania.¹¹ The contractor failed, and the surety employed a lumber company to complete the school building concerned. Reedy, who had been construction superintendent for the original contractor, was later employed in the same capacity by the company. He was to receive \$75 per week plus expense, and 10 per cent of the profit on the contract. He opened a checking account at a bank in the name of the lumber company; by Reedy, Superintendent. Only Reedy could draw on this account, and he could draw on no other account of the company. When the building was finished the company was insolvent and Reedy had spent \$20,237.88 for which the company had not reimbursed him. Reedy brought action against the company's surety. One defense of the surety was that Reedy was a joint adventurer with the lumber company, that the surety was accordingly surety for him as well as for the company, and that he could not recover against his own surety. The court noted that sharing in the profit was one element in a joint adventure, but not the controlling one. If one was a promoter or an original party to an undertaking he was generally considered a joint adventurer, added the court. But Reedy was not a party when the company made the contract, calculated profits, and fixed the time and manner of performance. Payments by the surety to the company did not go into an account available to Reedy.

The court held that Reedy was not a joint adventurer but an employee of the lumber company, and that his share in the profits constituted part of his salary. Another surety contention was that Reedy was not a laborer or materialman within the meaning of the bond—conditioned that the contractor "shall . . . promptly pay . . . all persons . . . all sums . . . payable for labor and/or material" supplied. The court held that since the bond ran to "all persons" for "all sums . . . payable" for labor or material, it was not necessary to determine whether Reedy was a laborer or a materialman in order to permit him to recover. The surety further contended that Reedy was really a lender of money to the lumber company, and hence not covered by the bond. The court said the conditions of Reedy's employment required him to furnish to the company the labor and material necessary for completing the building and the company agreed to pay him the current market price for the items so furnished. This, added the court, is no agreement to lend money. The surety was liable to Reedy.

⁶In *Camdenton Consolidated School District v. New York Casualty Co.* (Mo., 1937), 104 S.W. 2d 319, minor reference was made to surety liability for funds loaned to a contractor for paying the premium on the surety bond.

⁷*Anderson v. U. S. Fidelity and Guaranty Co.* (1940), 44 N.M. 483, 104 P. 2d 906, 129 A.L.R. 1084.

⁸*Pan American Surety Co. v. Board of Public Instruction*, op. cit.

⁹*United States Fidelity and Guaranty Co. v. American Surety Co. of New York* (1938), 25 F. Supp. 280.

¹⁰*Pan American Surety Co. v. Board of Public Instruction*, op. cit.

¹¹*United States Fidelity and Guaranty Co. v. American Surety Co. of N. Y.*, op. cit.

SCHOOL LAW

Public Places and the Posting of Election Notices

STEPHEN F. ROACH

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The seemingly ever increasing need for school facilities throughout the nation suggests the importance of a clear-cut understanding — on the part of local school boards — of the legal aspects of bond issues intended for school building purposes.

A particular facet of this phase of school construction which has frequently been the case of litigation relates to the common legislative requirement that prior notices of bond issue elections be posted in "public places."

A significant case¹ concerning this aspect of school board operations was recently decided in the Supreme Court of Missouri.

Facts of the Case

On October 9, 1954, the qualified voters of the Reorganized School District No. 6 (of St. Francis County), by more than the required two-thirds majority, approved the issuance of \$40,000 in bonds for the purpose of constructing new and repairing existing school facilities.

Later that same month, Wann *et al.* brought suit contending — among other grounds, which will not be considered in this article — that the election was illegal in that the notices required by existing Missouri statutes were not properly posted. In substance, their contention held that the posting, as carried out, did not comply with "the law or the spirit" of the applicable statute because, allegedly, the notices had not been placed where they could be reasonably anticipated to provide notice of the election to the voters of the school district. After a hearing, the trial court ruled against this contention. This appeal then followed.

The applicable statute required that the notices be posted in at least five different "public places" in the school district.

Testimony showed that a total of six typewritten notices had been posted, for the required period of time, at the follow-

ing locations: (1) on a power line pole facing the road at a corner of the school grounds; (2) on a power line pole at the intersection of two well-traveled highways; (3) on a tree on a well-traveled highway directly in front of a large industrial plant; (4) on a tree on a country road; (5) on a tree on a well-traveled highway; (6) on a tree on a county road.

All the highways and roads were public roads within the district. Testimony also showed that the poles or trees were all from 3 to 20 feet of the highways or roads concerned.

Issues of the Case

The basic issue here, of course, was whether the notices, as posted, could reasonably be expected to provide the notice of the election which the Missouri statute required.

Of equal importance to school boards generally would be the views of the court with regard to the meaning of the term "a public place" as that term appears in statutes relating to the posting of school district election notices.

Findings of the Court

The court first noted that the principal contentions put forward by Wann *et al.* were that: (1) all of the signs were posted in places alongside the highways and roads in such position that they could not be read by the residents of the school district "while they were driving along in their automobiles, or even while standing on the roadside"; (2) that the notices could have been placed at other locations where they might have been seen by more people; (3) that one of the notices was posted near the western limits of the school district and only two or three families lived further west; and (4) that "large sections" of the district did not have any notices posted therein.

The opinion then pointed out that "a public place" (within the meaning of the statute) was a relative and not an absolute term, and its determination was a question

partly of fact and partly of law. The test which would generally determine the question of whether notices were posted in public places "is whether the posting of the notices in the particular places fulfilled the purpose of giving the publicity contemplated by the nature of the notice required."

"A tree or an electric or telephone pole," the court continued, "may or may not be in a public place depending on the location and circumstances, but it . . . could not be held as a matter of law that the posting of a notice on a tree by the side of a public highway was not posting in a public place."

In the selection of the locations, the opinion commented, the person charged with posting the notices must necessarily be entitled to exercise a fair discretion. And so long as the postings are in public places "no one may complain that in his judgment the notices should have been put up in other public places." Nor was it important, in the view of the present court, that the notices could not be read by travelers from their automobiles, nor by one standing on the highway or road.

"A public place is not necessarily limited to the traveled portion of a highway, and, in general, is any place where the public is permitted or invited to go or congregate, a place of common resort, a place where the public has a right to go and be."

Noting that there was no evidence that any one connected with the school district had done anything to prevent the publicity of the election — actually it was shown that, while not required by statute, a notice of the election had been printed in at least one district newspaper — or that the notices were concealed or hidden in any way, or that they were not reasonably apparent and accessible to any one who passed where the notices were posted, the court held that the notices, as posted, "had reasonably given the publicity contemplated by the statute."

Accordingly the decision of the trial court, which had been in favor of the school district, was upheld.

Significance of the Case

The following legal principles would appear to have been significant in this case:

1. The term "public place," as used in an election-notice statute, is to be interpreted in a relative rather than in an absolute sense, and must be defined by reference to the circumstances and the subject matter of each particular case.

2. In general, a "public place" is any place, open for general or common use or entertainment, where the public is permitted or invited to go or congregate.

3. The object to be attained by posting an election notice is to attract attention to it, so that it may be seen and read; and if it is set up in a place where it will be likely to attract general attention, such a location — whether a building, a tree, or a telephone pole — may be considered a "public place."

4. Persons charged with the responsibility for posting election notices are entitled to exercise a fair discretion in their selection of locations, so long as the postings are in public places and are reasonably apparent and accessible to all who pass where the notices are posted.

¹Wann *et al.* v. Reorganized School Dist. No. 6 of St. Francis County; cited as 293 S.W. 2d 408 (Mo.) (1956) in the West National Reporter System.

It's couples' night in the natatorium. There's a basketball play-off in the gymnasium. Over in the electric shop an adult class is studying electronic testing, and there's a community concert in the auditorium and an AAUW meeting in the audion. Almost every evening since it opened last year, the new Abington senior high school in Abington, Pa., has been a scene of community activity.

And that's the way it was planned by superintendent O. H. English and the Abington school board, back in 1953, when the new building took shape on the drawing boards. As Dr. English put it, "Let's build a school that will be a functional educational laboratory and a center of community activity—and that will still be up-to-date in the year 2000."

And out of the planning of administrators, school board, citizens' groups, expert consultants, faculty, and architect Joseph Wigmore, the \$5,950,000 structure has emerged as a fulfillment of that vision.

The basic units—the gymnasium, cafeteria, auditorium—were planned for an ultimate capacity of 2000; the classrooms will hold 1500, with provision made for an additional classroom wing to house 500 more. The auditorium seats 1220, with a projection balcony and visitors' lounge in



An exterior view of a typical connecting corridor (above) and the bus loading platform (below) of the Abington Township Pa., senior high school—Joseph Wigmore, Jr., architect, Philadelphia, Pa.; general contractor was the Baton Construction Corp.



Abington's extensive plot plan

Abington



The exterior of the auditorium lobby with its huge glass paneled front.

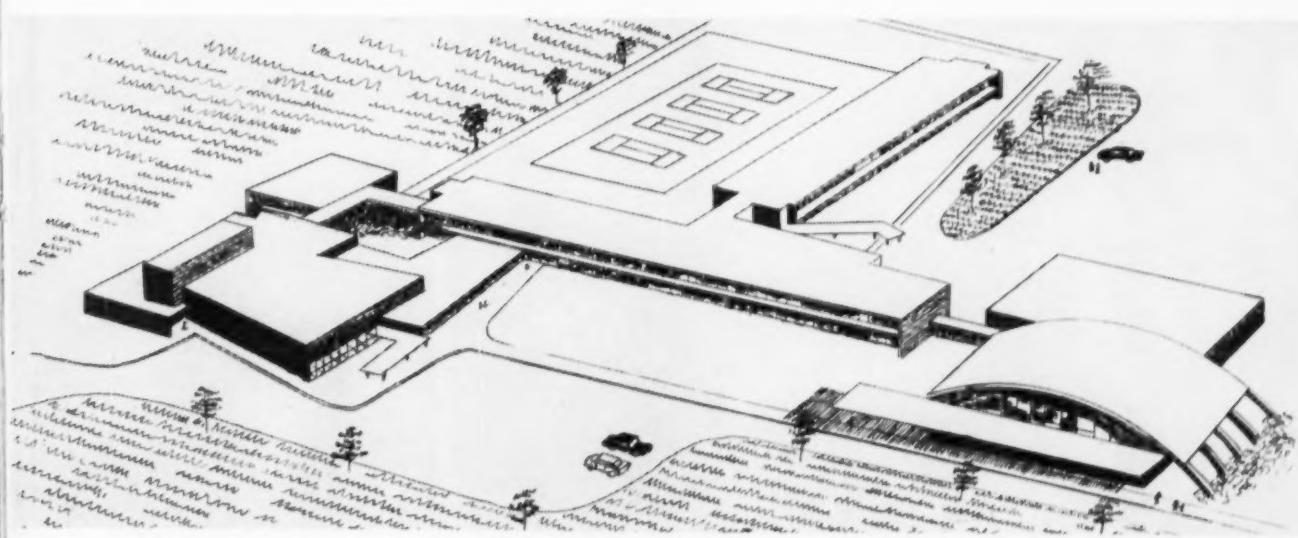
A comprehensive, quality
educational
service center
for a community's
youth and adults . . .



ALLAN A. GLATTHORN

Public Relations Chairman, Abington, Pa., Schools

Township Senior High School





The science department at Abington has a pair of laboratories for chemistry, physics, biology, and general science instruction. Typical laboratory (above) has central student work areas with experiment tables at side and back. Between each pair of laboratories is a preparation and storage room similar to the one shown below.



Typical social studies suite (left, below) has folding doors to divide the area catch the north light in the functionally furnished art room. At right (below) is



the rear. Above the 32 by 86-foot stage is the communications center, where all stage lighting and sound and the school's intercommunications system are controlled. A stage-craft room is below the auditorium, with a trap-door connection with the stage; and dressing rooms line one side of the stage area.

To the right of the auditorium is the audion, capacity of 200, which, with its smaller stage, is ideal for class dramatizations and small community meetings. In the same area is the guidance suite, four individual guidance offices, and one conference room. The administrative area includes offices for the principal, the two assistant principals, a switchboard reception area, a records room, a teachers' mail room, an administrative conference room, and secretarial offices.

Arrangement of the secretaries' offices is a unique feature which has proved to be very practical. Instead of the usual large central office which often makes for wasted time and inefficiency, each secretary has office space immediately adjacent to the office of the administrator for whom she works.

The health suite is opposite the administration area and consists of two complete units for boys and girls. Each unit has an examining room with two dressing rooms, a soundproof room for audiometric testing, and a rest room with first-aid facilities. There are also a nurses' office, a consultation room, a dental examining room, and a lobby.

The Vocational Wing

The vocational wing houses a print shop, a machine shop, an electric shop, an industrial-arts shop, and a mechanical drawing room. Within or adjacent to each shop is a group instructional area. Washing facilities, drinking fountains, student proj-

Abington's music suite includes sound-proofed instrumental and vocal music rooms adjacent to the stage, nine practice rooms, and ample storage facilities. A music "multi-purpose" room completes the area.



ect lockers, and storage rooms have been provided for within each shop. Such an arrangement minimizes student travel from shop areas.

In this scientific age, the Abington planners were careful to build more-than-ample laboratory facilities. Eight well-lighted functional laboratories provide for up-to-date science instruction. Each science room has an effective laboratory-instructional area in the center, with student experiment worktables along two sides. Between every two laboratories is a preparation and storage room, and a solarium for plant and animal growth adjoins the biology rooms. Each laboratory is equipped with

compressed air, water, gas, and electricity, with central controls at the instructor's desk. A darkroom for photography completes the science facilities.

The home-economics department consists of a foods laboratory, a multi-purpose room, and a clothing room. The foods room is equipped with six unit kitchens and a laundry area, and is used for classes in nutrition, meal planning, table service, kitchen planning, and family laundering. The clothing room is a laboratory for wardrobe planning, clothing care, personal grooming, and clothing construction. The multi-purpose room with its combination living-dining room and kitchen is used for

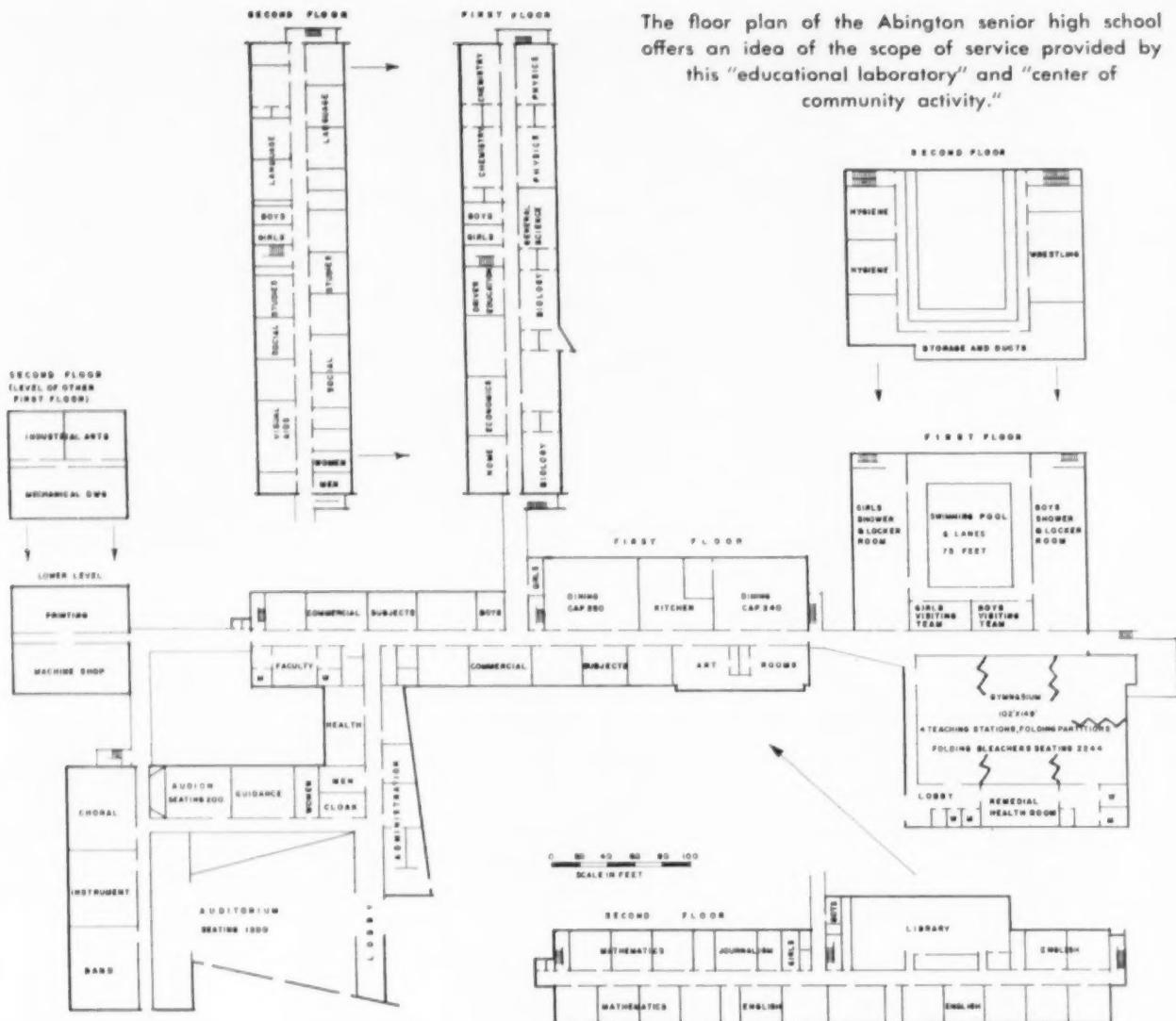
entertaining small groups, child care study, home nursing, and home planning and decoration.

Academic Areas

English, foreign language, social studies, and mathematics rooms all include special features. There are three two-room suites which can be opened into double-size classrooms for the accommodation of large groups. The front of the English suite has a raised portable platform and special overhead lighting for speech and dramatics. Four individual transcription booths line the back of one language room; these are used for audio study of modern languages.

and an abundance of cork board. Specially sloped windows of the art room the office practice room with its training switchboard and business machines.





The floor plan of the Abington senior high school offers an idea of the scope of service provided by this "educational laboratory" and "center of community activity."

Light green glare-reducing chalkboards are on three sides of the mathematics rooms and are scored in one section for graphing. Each department has its own workroom and book storage room.

Nine classrooms, a business office, and conference room comprise the business education department. Of the three typing rooms, one is equipped with electric typewriters. The office practice room includes a switchboard with three handsets, to provide practical experience in office switchboard work. The department is located adjacent to the general administration offices to enable students to receive further practical learning opportunities.

Centrally located with respect to the classrooms, the library can be divided by folding partitions into two sections. In addition to the main reading room with a capacity of 200, it contains three conference rooms, one workroom, a listening room for recordings, the librarian's office,

and two book storage rooms. An indoor planter and huge window wall enhance the pleasant atmosphere for study and research.

The gymnasium and natatorium with their 30 auxiliary rooms provide facilities for a comprehensive health, physical education and recreation program. The locker rooms were located and designed so that they can serve both the pool and the gym. The gymnasium floor has a total playing area of 14,789 square feet, which may be divided by electrically operated partitions into four separate areas. Folding bleachers provide seating for 2244 spectators. Designed for school and community use, the natatorium features a swimming pool of AAU regulation size, 42 by 75 feet, with depth from 3½ to 12 feet, equipped with two one-meter and one three-meter diving boards with adjustable fulcrums. Permanent balcony bleachers will accommodate 270 spectators.

The 57-acre site accommodates a hockey field, a soccer field, five baseball and softball cages, a football field, a track, two practice fields, and space for tennis courts.

The art department consists of a two-room suite connected by a ceramic area with kiln. The windows are sloped to admit the north light, and the exterior doors open on a paved patio for outdoor painting and sketching. The soundproofed instrumental and vocal music rooms are adjacent to the stage and include nine small soundproof practice and rehearsal rooms. Storage facilities for recordings, music, instruments, uniforms, and robes are also included. A music multi-purpose room completes the suite.

Facilities for the Faculty

Much thought has also been given to faculty needs. Teachers' lounges are on both floors. The main lounge suite has a central common lounge with its own self-

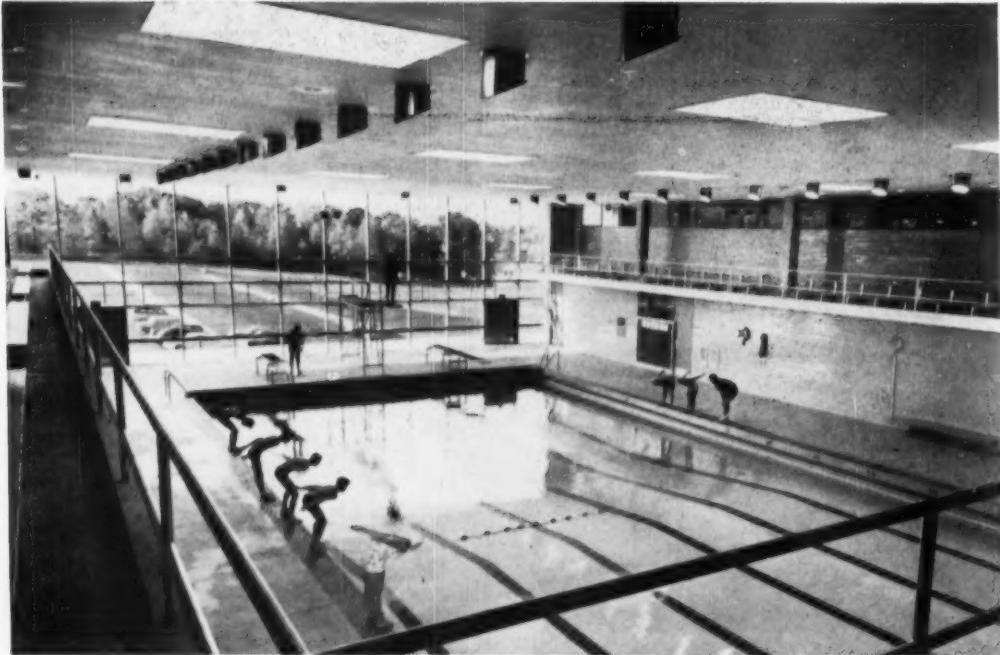
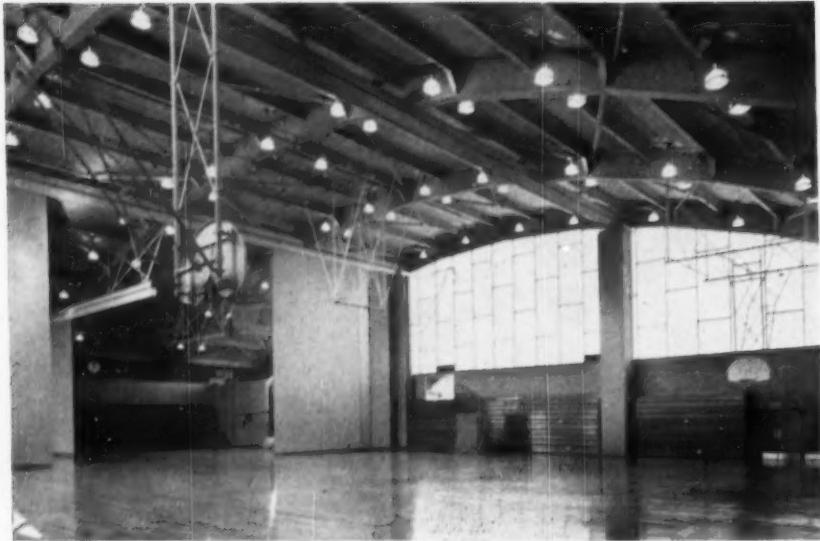
Abington's home economics department consists of a foods laboratory, a homemaking suite, and a clothing laboratory. The homemaking area is shown at the right, while below is a view of the completely equipped foods laboratory.



A spacious solarium, adjoining the biology laboratories, utilizes a large expanse of glass to admit ample sunlight for plant growth.



The industrial education wing at Abington includes shops for printing, electricity, and machine work (left); a general "industrial-arts shop" (right), and a mechanical drawing room.



Abington's swimming pool is equipped with bleachers for 270 spectators.

contained kitchen unit, and separate men's and women's lounges on either side. The faculty dining room is adjacent to the main kitchen.

This modern well-equipped kitchen separates the student cafeteria into two dining areas, each with a capacity of 250 students. Each area has two serving lines to facilitate prompt service, and one dining area has a raised platform which serves as a stage for school and community programs. The service and custodial areas are also quite ample. There are a receiving area, a central workshop, a custodial sup-

Abington's huge gymnasium, which may be divided into four separate playing spaces, has a total area of 14,789 square feet. Folding bleachers will seat 2244 spectators. The corrective room, shown at the left, is just one of the maze of auxiliary locker, shower, office, and storage rooms which provide facilities for the physical education department of the high school and the recreation of the community.

ply room, four general storage rooms, and a receiving office.

All of this amounts to 252,672 square feet of building, a cost of \$16.75 per square foot, or 4,361,702 cubic feet, a cost of 97 per cent per cubic foot.

Public support indicates the citizens are well pleased and justifiable proud of their new school. During the dedication week activities, which included three days of open houses, the formal dedication, a civic and service club night, a professional reception, a gymnasium and aquatic exhibition, and an alumni day, more than 17,000 visitors toured the building.



A modern, well-equipped kitchen (right) separates the Abington cafeteria into two separate dining areas, each accommodating 250 students. Each area incorporates two serving lines to facilitate prompt service. One dining room (right, above) is equipped with a raised platform to serve as a stage for school and community activities. A faculty dining room and a snack bar complete the cafeteria facilities.



School and community theatrical functions are served by the auditorium.



A perspective of the novel Lakewood, N. J., high school, illustrating the arrangement of four hexagonal classroom units around the central "core" of the buildings. Micklewright and Mountford, Trenton, N. J., are the architects; Dr. Hilman H. Harker is superintendent at Lakewood.

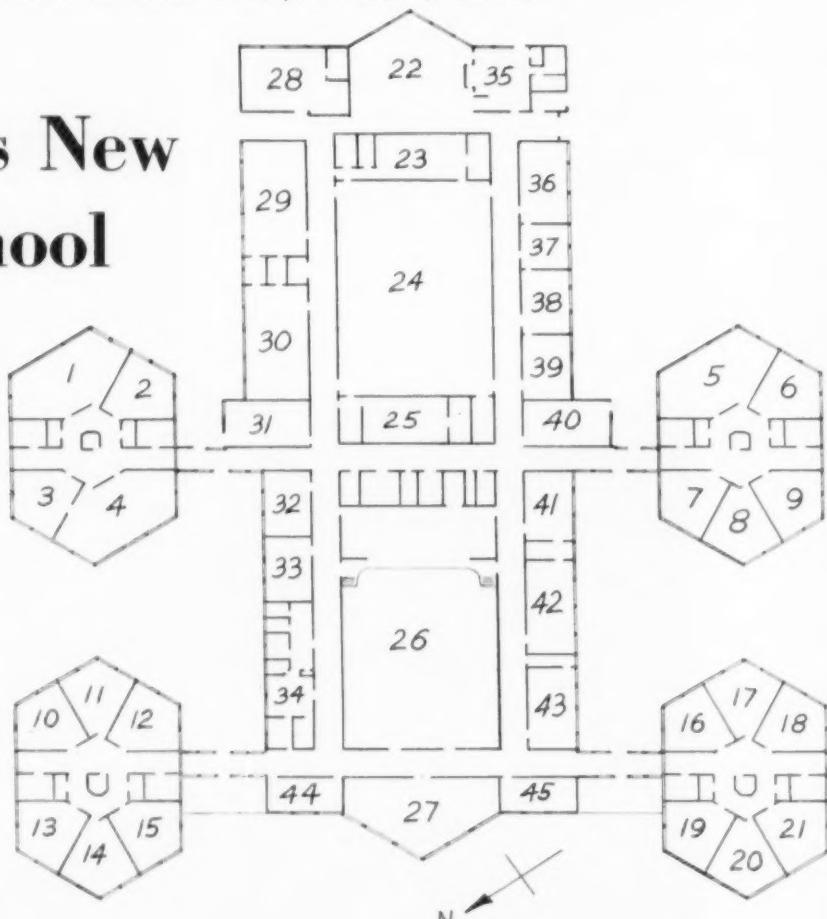
Lakewood's New High School

Scheduled for completion during 1957 is the hexagonally designed, 800-student Lakewood, N. J., high school. Architects are Micklewright and Mountford of Trenton, N. J.; Dr. Hilman H. Harker is superintendent in Lakewood.

Designed with four hexagonal extensions off the rectangular body of the main unit, the school physically divides the academic curriculum's homemaking, social science and language, English, arts and mathematics departments into four separate groups. As a perimeter around the cafeteria, gymnasium, auditorium, and library in the main section of the building are the music, industrial-arts, commerce, science, and administrative areas of instruction and auxiliary use.

Built of concrete and concrete block construction, the Lakewood high school has glass block and steel sash windows; asphalt tile flooring in classrooms; terrazzo, in the corridors; and ceramic tile, in the toilets; unit ventilators, variable temperature hot water system heating; and predominantly incandescent lighting.

The total cost of the building is \$1,030,533. For a gross area of 86,240, the cost per square foot is \$11.95.



- | | | | |
|---------------------|------------------------|-------------------------|---------------------------|
| 1 — Sewing | 13 — Language | 25 — Girl's Locker Room | 37 — Office Practice |
| 2 — Activities | 14 — Language | 26 — Auditorium | 38 — Stenography |
| 3 — Family Living | 15 — Social Science | 27 — Library | 39 — Bookkeeping |
| 4 — Cooking | 16 — English | 28 — Music Room | 40 — Storage Room |
| 5 — Graphic Arts | 17 — English | 29 — Metal Working | 41 — Science Lecture Room |
| 6 — Activities | 18 — English | 30 — Wood Working | 42 — Chemistry, Physics |
| 7 — Commercial Law | 19 — Geography | 31 — Heater | 43 — Biology |
| 8 — Math | 20 — English | 32 — Printing | 44 — Teacher's Room |
| 9 — Math | 21 — English | 33 — Mechanical Drawing | 45 — Health Suite |
| 10 — Social Science | 22 — Cafeteria | 34 — General Office | |
| 11 — Social Science | 23 — Boy's Locker Room | 35 — Kitchen | |
| 12 — Social Science | 24 — Gymnasium | 36 — Typing | |

SCHOOL LUNCH TRENDS

Serve a nutritional, yet popular, menu, at competitive prices: goals to be kept in mind when

Planning Food Service for the Large High School

MARTHA A. RUSSELL

Food Service Director, Oklahoma City, Okla., Schools

The shifting of the school population to the newly constructed outlying areas of the city, a similar problem in many school districts, confronted the school administration of Oklahoma City. A need became apparent for a senior high school to service the northwest area of the city and to accommodate a maximum of 2500 students in grades nine through twelve. Many of these students have cars available for transportation. This, of course, posed a safety problem to the school officials.

The food service department had the responsibility of assisting to control the safety hazard by enticing as many students as possible to stay voluntarily on the campus at the noon hour. It is the theory of the administration that the student should have this freedom; while they should not be compelled to stay at school during this period, the student should be directed to make wise decisions in the use of this freedom.

There were and still are many commercial food establishments within a mile area of the school, including grills, drive-ins, cafeterias, drugstore soda fountains, and barbecue restaurants. These businesses presented the problem of competition to the school cafeteria. The cafeteria was challenged to make available to the students the foods which they want, at prices more interesting than the commercial establishments. To meet competition the voices of Elvis Presley and Tab Hunter on the "juke box" likewise had to be provided.

And foremost the food service department had to keep in mind that it has a most important responsibility to the nutritional well-being of the student. Though the snack foods are available, the students must be directed in the selection of proper foods which will help them to develop physically and mentally.

With continued increased participation to a possible 60 per cent of the maximum



Two views of the serving line arrangement of the cafeteria of Oklahoma City's Northwest Classen high school.



Efficient kitchen equipment arrangement facilitates the volume food preparation necessary in a high school as large as Northwest Classen's (1500 students).

enrollment of 2500, which would equal 1500, service was planned to accommodate this number. With the choice of menu, which will be detailed later in this article, and with a single checker-cashier at the end of each line, three service lines which serve five students per minute were provided. Also an "express" line which serves five and one-half to six students per minute was provided. At this rate of service each of the three hot lines and one express line can handle the students desiring lunch during a one-hour period. This is exclusive of the teachers dining room which will seat 60 and has its own serving line.

Serving Line Arrangement

On entering the dining area, students must pass all three "hot food" lines to

reach the express line, which for obvious reasons is so very interesting to this age group. However, the detail in the arrangement of the express line keeps in focus the nutritional purpose of the school lunch program. This express line has replaced the old "snack bar" or "cold lunch line" as it is often called. The reason for the student acceptance of this type service is the idea that it is quicker and that the student can buy those foods of lesser food value which they crave and which they want to be permitted to choose now that they are, in their minds, "grown up." The upper-grade people are doing a good job of choosing.

Though all snack foods are available on the express line, nine students in ten are choosing a comparatively well-balanced

lunch. The express line makes available the following items in the order given: one or two hot soups, two hot sandwiches each day, cold sandwiches, assorted salads and salad bowls, freshly baked desserts, milk, corn and potato chips, carbonated beverages, candy, and ice cream. The students have available any foods found in surrounding commercial places, but the more nutritious (and profitable) foods are placed so as to be first, readily, and rapidly available and that the student is impressed by immediate service. He is happy with the opportunity he has been given to choose, yet he has been directed and is choosing correctly. The three hot lines contain the following basic menu in the order given: one or two soups, three main dishes, five vegetables and a chilled salad bowl, two hot breads, assorted salads, assorted desserts, milk and fruit juices, and ice cream. Plate lunch combinations are offered and items may be purchased à la carte. The counters are so arranged that any one or either of the two pair of counters may be closed or opened to adjust to the participation.

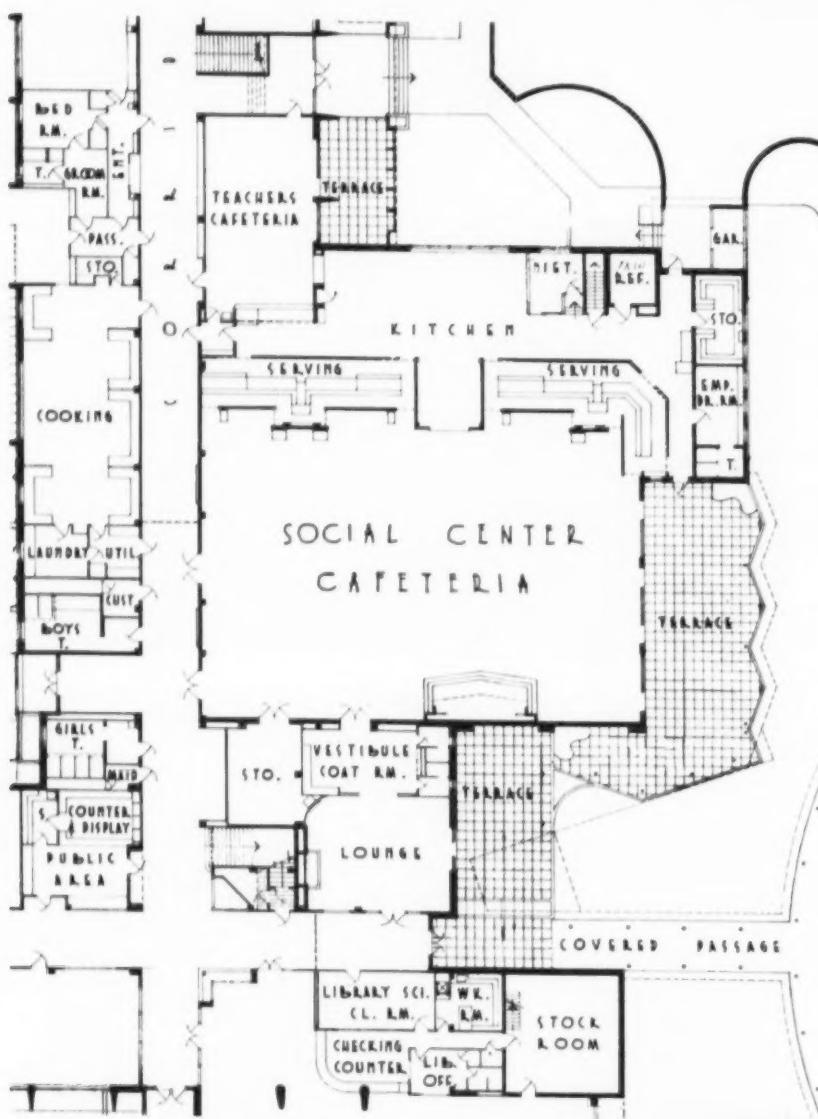
The handling of tray return presented a problem for this volume turnover. The dish unit is placed between the two counter areas to eliminate as much cross traffic as possible and is double insulated to buffer maximum noise. The thick wall between the dining room and the dish-washing area was turned into an asset by constructing stacks of stainless steel return shelves which help organize the return of dishes as well as acting to a certain extent as a screen to the view of the working area from the dining room.

In order to service conveniently four serving lines from the kitchen, a parallel layout was used. The bakery department being the farthest from the entrance and the range area being next. With vegetable preparation and salad preparation adjacent to the range unit, vegetables must be transported the shortest distance possible from storage and refrigeration to these areas.

Consideration was given to the placing of the vegetable peeler for right hand operation. The peeler empties into a shallow watered trough which includes a scrape block. The vegetable cook, without bending to pick up the vegetables, may eye, cut, and drop the vegetable into steamer baskets which fit into an adjoining deeper sink. This is a labor saver. The steamer baskets can be lifted from water bath and with no further handling of vegetables placed in the steamers for cooking.

The salad vegetables are taken to the neighboring table for setting up of the salads. This unit includes a reach-through refrigerator which extends to the rear of and is accessible to one pair of counters. The setup salads for the other counters are carted to the reach-through refrigerator servicing these two counters and which is also directly behind the teachers counter and serves this line also.

Each preparation unit has its own reach-in refrigerator, which is sized to its needs and which serves immediate needs of the department. Four one-compartment sinks are also strategically placed so that there is near at hand water service for each department. In addition, there are



The arrangement of rooms in the social center-cafeteria of Northwest Classen high school, Oklahoma City, Okla. Architect was Hudgins, Thompson, Ball and Associates. Dr. Melvin Barnes is superintendent.

vegetable peeler sink, the two-compartment vegetable preparation sink, and a three-compartment pot sink.

A Concern for Lifting

Considering the fact that the school cafeteria uses women employees solely, thought was given to weight and lifting. Ten by 20-inch lowerator baskets for milk were used in the counters rather than the regular 20 by 20 size, thus, cutting the weight to one half. These refrigerated sections make cold milk available at all times, which has increased milk consumption tremendously. Refrigerated salad counters eliminate the necessity of "icing down" each day and the refrigerated carbonated beverage dispenser does away with unsightly, dirty, pop bottles and the breakage which is inevitable. Portable carts for plates storage are constructed to serve also as serving shelves behind the steam counters. This arrangement eliminates one transfer handling of the dishes.

In the dish room a portable roller dish rack return has been provided. This piece of equipment not only saves on the heavy transporting of dish racks the full length of the 11-foot machine but also saves the time spent walking, which is estimated to be approximately 60 miles per year. The working time saved will pay for the unit in three years. The pot sink is constructed on three levels which also eases the work load. A 16-inch section is provided for soaking. The second or wash sink is only 12 inches deep which eliminates the necessity of leaning in a cramped position. The third rinse sink is 14 inches in depth. It is heated with steam and is ample for a thorough rinsing without submerging which would cause a greater weight of pot plus water to handle. Table top ten and 20-quart tilting steam jacketed kettles have been provided in the bakery department for preparation of pie fillings and puddings, thus eliminating the heat and lifting of heavy double boilers. These units are also easily accessible to the range cooks for use in making cream sauces and gravies.

At first, the location of the stack oven for the range cooks and the one for the bake unit side by side seemed impractical. In practice it has proved to be a great advantage for one oven may be used as an auxiliary to the other.

The areas pertaining to production which are immediately adjacent to the kitchen entrance are garbage pickup and can wash, food storage, walk-in refrigerator, dressing room, manager's office, and the compressor and hot water systems. All refrigerators are operated by separate remote compressors housed in one room easily accessible to service personnel without going through the production areas.

There is an exit direct from the kitchen to the sheltered patio which is reached from the dining area by means of sliding glass doors extending the full length of one end of the dining room. This patio is one of the many features of the social area, making it very usable as a social center. The cafeteria area of the school is easily reached by two of the main entrances of the school, one entrance may be made from a sheltered circular drive and the other directly from the large parking area. Immediately inside one of



The teachers' cafeteria at Northwest Clasen

the outside entrances is the door to a student lounge also serving as a reception room for teas, and similar meetings for small groups. It is an excellent gathering place prior to dinners being served in the dining room. A coat check room and powder rooms are a part of this lounge.

The teachers dining room which seats 60 at two chair and four chair tables can easily be converted to a banquet room for as many as seventy persons. The counter which is flush with the wall to the kitchen side can be easily cut off by means of a roller type window which gives complete privacy to the room. This room is easily accessible to the kitchen for convenience of table service and can be entered both from the hallway of the school and by a third main entrance to the building, which is directly off a portion of the parking area. The large dining room which will conveniently seat five hundred for a served banquet is free of any pillars or other interfering supports making an ideal area for both speeches and dances. A raised platform, paneled in mahogany of a block design, gives an excellent backdrop for a bandstand or speakers' platform.

Maintenance is at a minimum. The attractive patterned vinyl floor and the glazed tile walls of the lining areas are easily kept. The light fixtures are attractively recessed in the acoustical ceiling. Ring hooks have been permanently affixed at regular intervals in the ceiling. They are used for attaching decorations, preserving the finish of the décor.

The dining area is completely separated from the serving area by full-length tile walls and accordion fold doors on the door openings. The floor of the serving and kitchen areas is quarry tile and the walls glazed tile for easy cleaning. The kitchen equipment is constructed of 18-gauge galvanized bases with 14-gauge stainless steel tops and sinks. The ranges are heaviest duty, black finish and the reach-in refrigerators are operated on air cooled compressors and expansion valve systems.

Area Distribution

The distribution of areas is as follows. The convenience of frequent local delivery

makes greater storage unnecessary.

Preparation (includes dishwashing unit),

1880 sq. ft.

Storage (storage and walk-in), 260 sq. ft.

Serving, 1175 sq. ft.

Dining (includes teachers dining room),

6330 sq. ft.

The large or fixed equipment of a new installation was purchased from bond funds. Initial supplies in the nature of small equipment, maintenance, and operational were purchased by the cafeteria department and charged against the school. The initial large equipment cost for kitchen and serving equipment amounted to \$55,000 while the furnishing of tables and chairs for the student and teacher dining areas ran \$11,593.30.

The management of this cafeteria is performed by a trained dietitian who has had a number of years experience in both commercial food service and teaching. The cafeteria is operating under the budget though the school is not at peak load for which it is planned. As of January 1, 1957, labor cost is 31 per cent and food cost 55 per cent. There is more money spent per student, for the tray average at Northwest Clasen is 35½ cents, as compared to 28 cents average of all secondary schools in the city.

The latest developed feature at the school is the regular breakfast period. Many students must come a great distance to school and many arrive early in order to comply with the work schedule of other members of the family. Leaving home without breakfast is frequent, so upon request of the Student Council and approval of the principal, a regular breakfast period is set up. The cafeteria is not equipped for extensive breakfast service nor is it needed. A minimum menu of fruit juice, sweet roll or muffin, hard cooked eggs, individual boxed cereals, hot chocolate and milk serves the purpose nicely and many students use this as extra study time. Students meet friends and have friendly conversation over the breakfast table. The food service personnel are pleased to have the facilities and the chance of having them available to the students and patrons of the Northwest Clasen high school community who are using them in a dignified manner.

THE AMERICAN School Board Journal

An Independent Periodical of School Administration

A Guest Editorial —

THE SCHOOL AND THE INDIVIDUAL

The Individual and the American Spirit

1. The individual, in the past, has always been a central factor in education. We have, generally speaking, hoped to affect or improve the social order by the quality of individuals that emerged from our educational processes, including our social experience. The only social force existing in the world is the individual—the mind, the soul, the heart, and particularly the will. It has been customary to assert the freedom of the will and the principles of individual responsibility for human acts. The citizen as sovereign has been preached, before and after George William Curtis. The sacredness of human personality has been central, not only in our religion, but in our political thinking where we have called it democracy. We have hailed Emerson's "Self Reliance," Thoreau's "Civil Disobedience," Santayana's "Dialogues in Limbo" (on self-government) as free expressions of the American spirit along with the Bill of Rights. The town meeting, the school district, popular and free elections, the spirit of the frontier, are other expressions of the same spirit. We have hailed, too, Walt Whitman as one of the finer expressions of the American spirit.

The School and Group Dynamics

2. As we contemplate what is going on in our schools and what the educators are saying, we wonder what has happened to this spirit. It seems to be in a process of transformation in which the group is taking the place of the individual, or the individual is absorbed into the group as a kind of Nirvana. The current educational fashion in vocabulary is to call this "group dynamics." The great thing is social co-operation. The object is no longer the fullest development of the potentialities of each individual; the object seems to be some operative minimum in the form of a common denominator—or the greatest common divisor that makes for easy operation—rather than the quality of co-operation and the stimulation of individual capacity. On the intellectual side, the process has been described by Orwell in his "Nineteen Eighty-Four" as "group-

think." This is a less verbose way of saying that co-operation is action—consensus in thinking with individual differences eliminated.

The School and Social Revolution

3. This idea has been growing for some time. It was the supreme imposition through indoctrination which was at the basis of Court's "Dare the Schools Build a New Social Order"—a social order which educators were hardy competent to formulate and, in many cases, had little knowledge of what it would be. Here we had a social revolution to be imposed by the educators, who in the special field were without social mandate, and unready and uninformed, but willing to usurp public authority and use the schools as the instrument of revolution. Probably all those involved were found to have an educational penicillin to destroy the virus—perhaps the penicillin of common sense and reason.

From "Enrichment" to a Leveling Conformity

4. One of the strange things about this contemporary education phenomena was that the group of educators who were talking so readily about "enrichment" and "personality development" are now stressing group dynamics. One of the obvious effects of group dynamics is to devitalize human experience, to minimize individual differences, to level off human diversity into some uniformity. Instead of the highest and richest stimulation to develop the greatest potentialities of the individual, the pressures are all toward a leveling uniformity.

The Standardization of Children

5. The Supreme Court of the United States sensed this whole development and, in the Oregon Decision, called attention sharply to the issue. The key word in the decision from our present standpoint is "standardization of our children." The language of the court is as follows:

Under the doctrine of *Meyer vs. Nebraska*, 262 U.S. 390, we think it entirely plain that the act of 1922 unreasonably interferes with the liberty of parents and guardians to direct

the upbringing and education of children under their control. As often heretofore pointed out, rights guaranteed by the Constitution may not be abridged by legislation which has no reasonable relation to some purpose within the competency of the state. The fundamental theory of liberty upon which all governments in this Union repose excludes any general power of the state to standardize its children by forcing them to accept instruction from public teachers only. The child is not the mere creature of the state; those who have the right, coupled with the high duty, to recognize and prepare him for additional obligations (United States Supreme Court, Oregon Decision in Oregon School Cases [Baltimore: The Belvidere Press, Inc., 1925], pp. 939-942).

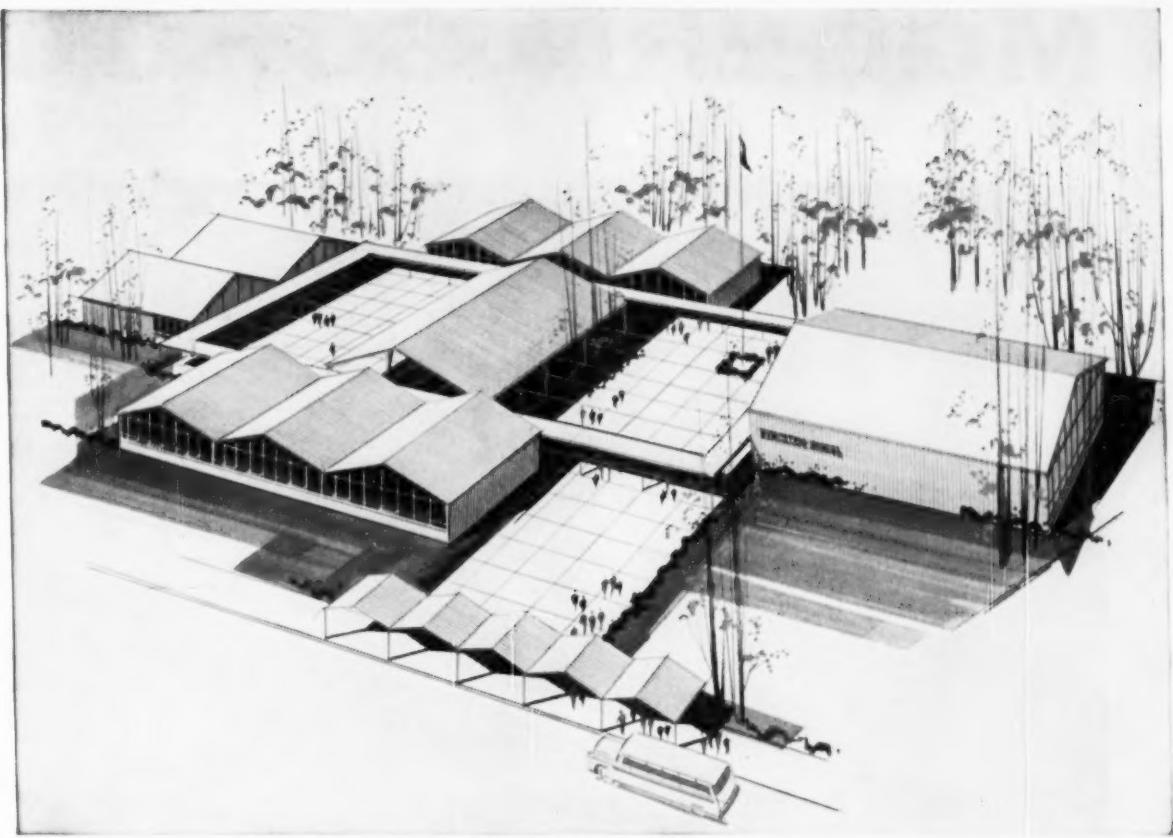
Consensus in Educational Theory

6. Even in the theory of education the attitude expresses itself in an even greater emphasis on consensus. Consensus is the test of, shall we say, truth or, should it be pragmatic usefulness. (I was amazed at a meeting of professors of the philosophy of education, where the great emphasis was placed on the search for a consensus. For the protest I made at the time I was labeled non-co-operative). A consensus of opinion is worth only as much as the value of the opinions that enter it. A consensus of worthless opinion is a worthless consensus of opinion.

The Formulation of Administrative Policy

The same social pressures are especially operative in the formulation of administrative policies in government, including the school system government. I can illustrate this best perhaps in the activities of Interdepartmental Committees in the Federal Government. The process is characteristic of public administration, except in its most autocratic form. These committees are ordinarily constituted of the same persons representing their respective Federal Departments and Agencies. They call each other by their first names and bow to each other on the speciality of each member. This is a protective device in which some remnant of individuality is left. Every one of the same opinions might be challenged if sponsored by an individual under the cloak of personal anonymity, but under group sponsorship it becomes sacrosanct, and must be left intact for it always is difficult to get all the members of any committee together to revise a group judgment. Back scratching was never more mutual nor more consoling—co-operation was also of the highest. I recall during the early period, sitting in on one of these interdepartmental committees as a representative of General Hershey, objecting to certain passages in a report. The attitude was "all right, but how would you change it?" Any change is ordinarily acceptable. But I would not make the patchwork change, because what was at fault was not the particular symptom expressed

(Concluded on page 52)



ROOM TO GROW IN

*You can solve school space problems
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Stran-Steel buildings*

Now Stran-Steel buildings and architectural products bring you features that allow you to build attractive, durable school facilities *economically*. Here are just a few examples:

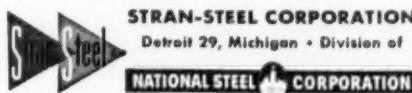
Appearance. New *Stran-Satin* walls have a soft, eye-appealing luster that enhances any style of architecture. And they blend beautifully with other materials such as brick, stone or glass.

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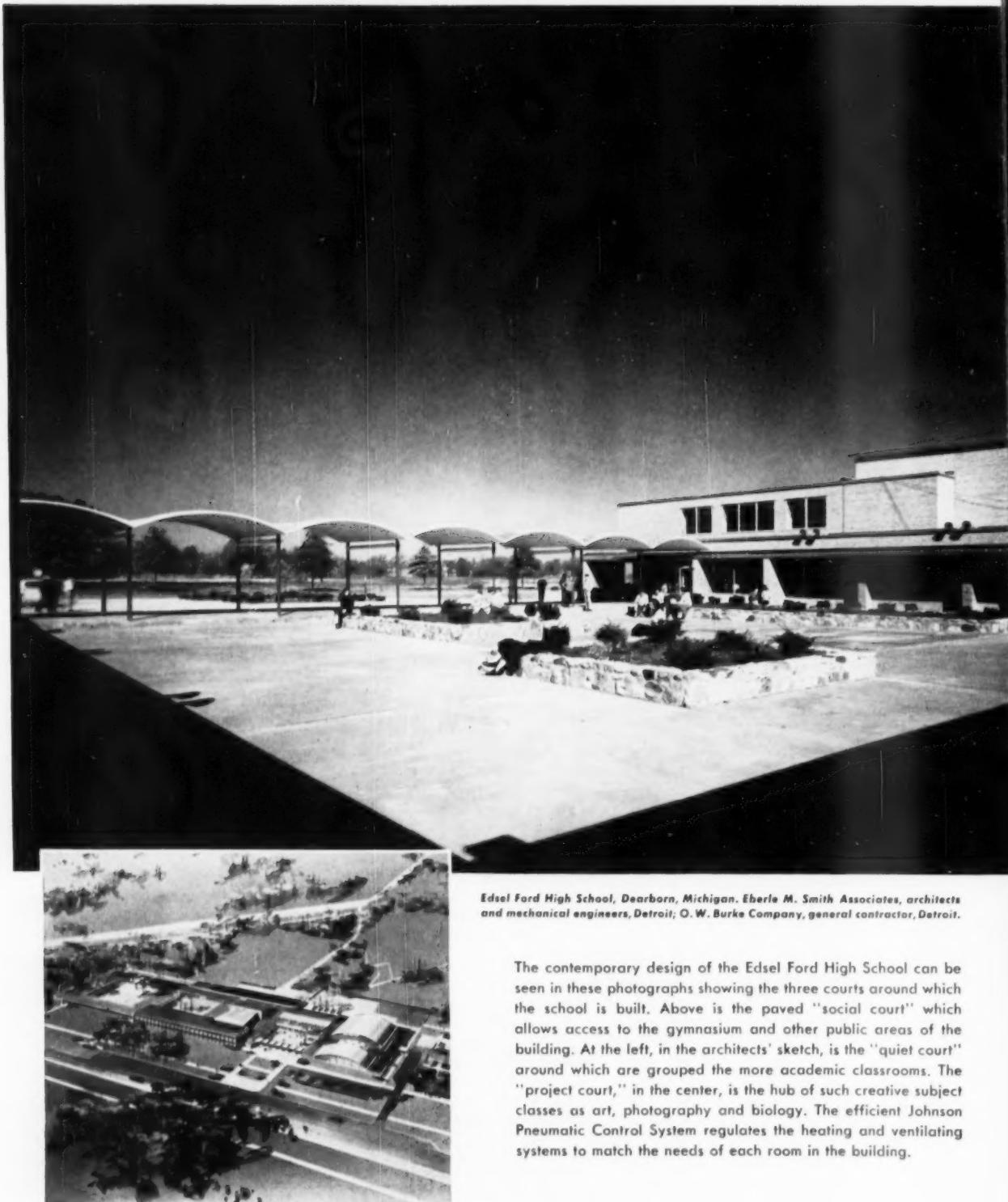
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Street _____

City _____ Zone _____ State _____

97-69-21A

MODERN SCHOOL



Edsel Ford High School, Dearborn, Michigan. Eberle M. Smith Associates, architects and mechanical engineers, Detroit; O. W. Burke Company, general contractor, Detroit.

The contemporary design of the Edsel Ford High School can be seen in these photographs showing the three courts around which the school is built. Above is the paved "social court" which allows access to the gymnasium and other public areas of the building. At the left, in the architects' sketch, is the "quiet court" around which are grouped the more academic classrooms. The "project court," in the center, is the hub of such creative subject classes as art, photography and biology. The efficient Johnson Pneumatic Control System regulates the heating and ventilating systems to match the needs of each room in the building.

ARCHITECTURE AND JOHNSON PNEUMATIC CONTROL

The new Edsel Ford High School is as practical as it is beautiful. In achieving this much desired combination of qualities, the school's planners created a near-perfect environment for secondary school education.

Among the building's many modern facilities is a Johnson Pneumatic Temperature Control System that was designed to meet the special requirements resulting from the building's size, exposures and widely varied usage and occupancy factors. All rooms are individually comfort controlled by Johnson *Dual Thermostats*. For "after-hours" use, only the *occupied* rooms are heated to normal comfort levels, while the rest of the

building is maintained at lower, non-occupancy temperatures. Fuel savings are large, yet comfort provisions are complete.

Progressive school planners everywhere find that the diversified demands of today's schools are best answered with Johnson Pneumatic Control. A Johnson System pays off in lower heating costs . . . system-wide simplicity of operation and upkeep . . . and complete flexibility of control to meet every requirement. Let an engineer from a nearby branch office prove these Johnson advantages to you. Johnson Service Company, Milwaukee 1, Wisconsin. Direct Branch Offices in Principal Cities.



With individual room control, temperatures can be varied to meet usage requirements. The modern library typifies expertly planned facilities that stress comfort and ease of use.



Proper ventilation and optimum temperatures in gymnasiums protect student health and comfort. Dual Thermostats allow nighttime use without heating unoccupied rooms.



Special comfort requirements where students are physically active and heat producing equipment is used are easily met by strategically located Dual Thermostats.

JOHNSON  **CONTROL**
PNEUMATIC SYSTEMS

DESIGN • MANUFACTURE • INSTALLATION • SINCE 1885

SCHOOL AND THE INDIVIDUAL

(Concluded from page 48)

in the paragraph but the whole reasoning, expressed in the framework on which it was based—in short, the group consensus.

I suspect that the reports of the Educational Policies Commission of the National Education Association are the result of such a process of group consensus. The multiplication of experts on the staffs of superintendents of schools is another cause of the application of this process. This reveals a special function of boards of education, to ask in connection with any consensus of opinions report made up by the staff and presented by the superintendent—naïve questions, and oftentimes the more naïve the better. For naïveté requires ordinarily a fundamental analysis of a problem and thinking through from the beginning. This task is often embarrassing to the administrator though extremely useful for clarifying policy, if there is one.

Effects of Technological Society on Individual

8. The whole society itself seems to be engaged in a conspiracy against the fullest development of the individual—the fullest development of the rich, special, and diverse potentialities of the human nature which each of us share. The dominant characteristics of the contemporary society are its industrialism and technological development. The assembly line and all the processes of mass production have reduced the individual to an adjunct of the machinery engaged in the monotonous repetition of the same thing throughout the working day. Autonomous machinery even replaces human skills and creates leisure to exploit by its mass instruments, its commercialization, and its inanities. The result has been well described as the "homogenization of taste," the impoverishment of life, taking out of it its meaning and significance, the exploitation of leisure for profit.

The Corporation in Our Life

9. The characteristic instrument of this technological economy is the organization. It is the means of creating those goods contributing to the comforts, conveniences, and satisfactions, which make much of modern life seem like a new earthly paradise, a garden of pleasure, amusement, and recreation—much like the original earthly paradise in which the commandment of God was disregarded. What is the cost of this new earthly paradise? The cost must be, as Whitman suggests, in terms of human life—the cost of a thing is the amount of life that must be paid for it immediately or in the long run.

The Organization Man

10. A significant book, "The Organiza-

tion Man," by William H. Whyte, Jr., tells us the cost in a manner that is significant for education. The book describes the Organization Man, the human instrument of the organization, and reveals the significance of the individual in group life and particularly, as the title indicates, in organizations. There is fully revealed the clash between the individualistic beliefs of the man and the collective life he actually lives. His individuality is more and more submerged, unconsciously, in the behavior patterns of the organization. The corporation offers security and every manner of fringe benefits in a great spirit of altruistic beneficence. Individual initiative and imagination are subordinated to teamwork. In committee, in conference, the aim is not the stimulation of individual contributions—novel, imaginative, personal—but in a consensus. This is often the least common denominator of the potentiality. Every psychological instrument—tests, personality inventories, Rorschach tests—and every device of social engineering—now called human engineering—is used to make this corporation pattern of the organization man.

The Effects of Advertising

11. The most obvious expression of this idea is modern advertising. What we eat, what we drink, what and how we clothe ourselves, what we smoke, how we furnish our houses, how we occupy our leisures, are all practically determined for most of us by the repetition of slogans, catchwords,

epigrams, and all the other devices, to gently insinuate themselves into our minds by the amazing achievements of our technological development, the instrument of mass culture—the television, the radio, the motion picture, the comics—not forgetting the daily newspaper.

The Object of the School

12. The thing that seems to be happening here is that the school is merely reflecting the social milieu—by mere absorption and repetition. It becomes just another instrument of the Zeitgeist—the spirit of the time—in promoting and furnishing the human means—and victims—for this social conspiracy, expressed in group dynamics and "group-think"—with all the resources of personality testing, human relations, advertising, opinion research, and the more refined psychological and psychiatric techniques. The function of the school is not merely to reflect the social order as it is, nor yet directly to reform it by other than educational means. The great function of the school is to send into society informed, educated, and disciplined individuals who become in their individual capacity, what Ward calls the "agents of civilization." These effects are the byproducts—not the main object of schools, which object is an individual with the fullest possible development of his highest potentialities—humanized, civilized, spiritualized—and a quality of human life.

—Edward A. Fitzpatrick

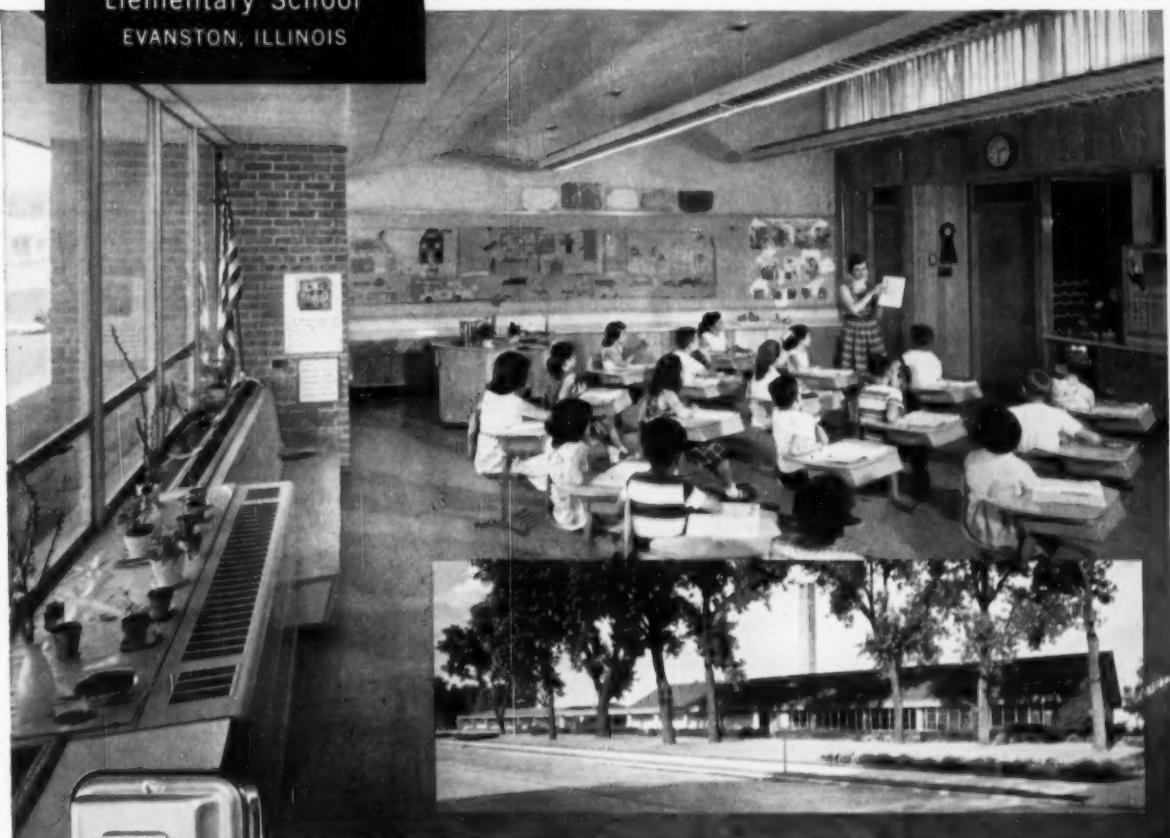


The Richest Country in the World.

—Herblock in The Washington Post

CHARLES G. DAWES
Elementary School
EVANSTON, ILLINOIS

Architects: PERKINS & WILL, Chicago
Mechanical Engineers: E. R. GRITSCHKE & ASSOCIATES, INC.
Heating Contractor: WILLIAM A. POPE CO.



Helps Teachers Operate at Peak Efficiency

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Thermal Comfort in this outstanding 25 room school helps keep teachers happy, protects health of pupils, keeps them alert and aids concentration. By preventing OVER-heated rooms Powers control also pays back its cost in lower fuel bills.

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Planning a New School? To get the biggest return on the investment in automatic temperature control ask your architect or engineer to include a Powers 2-Temperature system. For further information call our nearest office or write us direct.



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POWERS
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It Stops Fuel Losses due to wasted heat in unoccupied rooms.

17 classrooms in the Dawes School, also the gymnasium, auditorium, office, multipurpose and conference rooms, library, teachers lounge and music room . . . all are equipped with Powers Day-Nite Thermostats. Each is adjustable for normal temperatures during occupancy or lower temperatures during unoccupied periods.

(c31)



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65 years of Automatic Temperature and Humidity Control

THE SCHOOL SCENE

(Continued from page 7)

Huntington for the previous three years.

The board proposed to mount in each classroom a plaque listing the Ten Commandments.

SCHOOL POLICY AND ADMINISTRATION

THE SEARCH FOR CLASSROOM SHORTAGE RELIEF

Accelerated increases in school population, and the resulting increases in shortages of classrooms, continues to baffle school districts across the country. More and more schools report consideration of the full school-year or double-session plans, with variations. Among the reports:

Des Moines, Iowa, studying a year-round basis for the school year with broadened curriculum and lengthened teacher use; Carlsbad, N. Mex., proposing a four-quarter or all-year school, if upcoming bond issue is defeated; Warwick, Pa., "seriously considering" 12-month school plan with advocates arguing that it is "unwise and unfair" to allow classrooms to remain idle three months; Abington, Mass., conferring on a staggered session plan, under which 10th through 12th graders attend school in the morning and the 9th graders in the afternoon, with reasonable class size maintained; Edison, N. J., proposing a 12-month program with increased teacher salaries resulting.

In the same vein, Wilmar, Minn., has approved a "multiple shift" plan for the high school for the 1957-58 year. School days will be extended from 8 to 5.

On the other side, school officials in Virginia are reported to be taking a dim view of Governor Stanley's proposal for a 12-month school year. Objections center around summer heat, conflicting vacations, wear and tear on teachers, and administrative difficulties. President William Neff of the state board of education has proposed a study committee to be formed to consider the year-round plan.

Expect further growing interest, however, in double-shift or "short day" schools and four-quarter or full-year schools as student enrollment continues to increase and dollars for school building construction become hard to get, due to mounting taxpayer resistance.

Because previous experiences with above plans have failed and organized teacher groups staunchly oppose them, schoolmen generally disapprove of these measures—except to consider them as devices to spur bond programs or as emergency measures to help them ride the "crest" of pupil population

MEETING INDIVIDUAL DIFFERENCES

A growing number of school districts are concerned about diversifying their special education programs to meet the individual needs of students.

One example is Wilmington, Del., which has incorporated recently a number of steps designed to meet these individual needs:

Handicapped pupils are to be served through special class organization, special equipment and materials, and a specially modified instructional method. For some years now, boys and girls who are deaf, those with speech difficulty, or those with deficient vision have been placed together and taught as a unit.

Retarded pupils (intelligence quotients between 75 and 35) will be served by newly formed classes called "individual progress" groups. To be made available to them are teachers with special preparation, special cur-

riculum, and rooms with special equipment and instructional materials.

Two other groups of exceptional pupils recently added to the responsibility of the Wilmington schools are the physically handicapped and the trainable. With regard to the former, the board has received approval for its request for \$250,000 in state funds to be used for the construction of facilities for the physically handicapped.

Wilmington anticipates modifications in present patterns of class organization, teaching methods, pupil assignment, and building administration as this program develops. Supervision will take on new characteristics as more effective procedures with educating exceptional children are introduced.

GIFTED CHILDREN PROGRAMS

A phase of this special education interest definitely on the upgrade is the gifted child program. New programs are being incorporated; established programs are being expanded and reorganized.

For example: Jacksonville, Ill., since 1953, has been conducting a special program for students with high mental ability. Recently, they reported a stepped-up testing program to include all superior students in their district.

Originally, their procedure went like this: (1) A committee of teachers, administrators, and lay people studied the current practices and already existing programs for gifted students; (2) a complete child study was made, including health history, social maturity, and a battery of individual tests; (3) staff conferences discussed the findings and planned the program.

Present setup: individual planning is used for each child, involving use of acceleration, enrichment, and special grouping. Stress is on enrichment in regular classrooms with small groups meeting once or twice a week.

Other activity includes North Platte, Neb., with a greatly expanded program for gifted children, even though over 12,500 students in Chicago, Ill., have already taken part in the city's gifted child training; superintendent Benjamin C. Willis recently proposed a stepped-up program, suggesting that the Chicago Teachers College give special attention to the task of preparing teachers for instruction of gifted children.

OTHER SPECIAL EDUCATION PROGRAMS

In other areas of special education: Reading, Pa., has approved a program for education of slow-learning children; St. Charles, Mo., approved another summer remedial reading school; a special room has been established in Elmhurst, Ill., for education of trainable mentally retarded children; a child guidance center has been provided for emotionally retarded children in Upper, Gwynedd Township, Montgomery Co., Pa. (the center has clinic, class for spastics, and class for hard-



Here's an interesting problem in subtraction: If a teacher gets \$3,000 a year and spends \$4,000, how much of a raise should she get?

of-hearing children); Coventry, Conn., has instituted a program for retarded children (in co-operation with Mansfield and Ashford, Conn., boards).

Joining of schools with interested associations to educate such groups as the blind and those mentally retarded children with intelligence quotients below 50 is a forward-looking step. In many communities, groups such as the Association for the Blind lend aid in the form of special equipment, funds, and special transportation.

SCHOOL STAFF

EXTENDED TEACHER BENEFITS

Improved fringe benefits for teachers—especially in the areas of extra hours' pay and sick leave policies—have been reported recently.

New York City voted to offer extra compensation to teachers for coaching girls' sports and nonathletic, extracurricular activities. Previously, only male physical education teachers assigned as coaches received extra pay for their services; now, female coaches of girls' sports and teachers in charge of major non-athletic extra-hours projects (school magazines and newspapers, dramatic productions) will receive cash payments of \$8.75 per session.

Recent sick-leave policy extensions: teachers in the Franklin-East Taylor, Pa., joint school district entitled to 30 days' sick leave accumulation; Thomasville, Ga., now gives five days per year sick leave; Augusta, Kans., provides ten days each year with accumulation up to 30 days; Rock Falls, Ill., teachers are now allowed eight days annually with a collective maximum of 30 days.

TEACHER SALARIES UPDED

The annual hike in teacher salaries occurred in many communities across the country the past month. Adjustments average approximately \$400 per year, depending upon size of the district and its location.

Representative raises: \$350 in Faribault, Minn.; from \$350 to \$850 in Scotch Plains, N. J., from \$200 to \$400 in Great Bend, Kans.; from \$200 to \$1,200 in Spokane, Wash.; Galion, Ohio, from \$100 to \$320; Tarentum, Pa., \$300; from \$100 to \$500 in Glastonbury, Conn.; Longview, Wash., \$505.

A breakdown of the range of the salary increases has Framingham, Mass., adding \$200 to salary schedules of men with bachelor's degree; \$300 for women with a master's degree; \$500 for men with a master's degree. Salaries there now go from \$3,717 to \$5,867 for teachers holding bachelor's degrees and are arranged in 15 steps.

Representative 1957-58 salary schedule is South Bend's (Ind.) which offers teachers with bachelor's degree \$4,000 to \$6,250 in 17 steps; teachers with a master's degree, \$4,200 to \$6,650 in 17 years (two new steps added); teachers with a sixth year of professional training receive an additional \$200 above the master's.

In the east, Branford's (Conn.) schedule, which gave \$250 across-the-board increases, calls for a starting salary of \$3,600 and a maximum of \$5,575 in 14 steps. Holders of master's degree receive \$3,900 to \$5,875.

Variations worthy of note: Burlington, Iowa, board approved a schedule calling for increases from \$50 to \$250 for beginning teachers, while the teachers had asked for a \$300 across-the-board boost; percentage-wise, Culver City, Calif., increased annual salaries of certified personnel by 5 per cent (minimum \$4,300; maximum \$8,660); Freehold (N. J.) average \$646 increases aggregated

(Concluded on page 59)



L-O-F Daylight Wall in The Country School, Weston, Mass. (Incidentally, as a safety feature, this school specified L-O-F Tuf-flex tempered plate glass for its gymnasium and corridor.) Architects: Hugh A. Stubbins & Associates, Cambridge, Mass.

Psychology and sunshine

...FOR HEALTHY, HAPPY SCHOOLS

some thoughts on school design by Libbey • Owens • Ford Glass Company

Before you meet with your architect on planning a new school, it would be wise to brush up on your child psychology. For it's well to look at your school as a psychologist would and consider how it will look and feel to the youngsters who will use it.

Will the entrance reveal what's inside and welcome them? Or does a dark, foreboding doorway wait to swallow them up?

Are the hallways bright and sunshiny, with

big windows that let you see out? Or are they dark and dreary tunnels?

Are the classrooms full of daylight and open to the sky and trees to create a feeling of freedom? Or will eyes be strained and the children feel closed in?

It makes sense psychologically to use large areas of clear glass throughout your school. And it makes sense *economically*.

For the primary source of classroom light is

(continued on overleaf)

**L
O
F
GLASS**



L-O-F Daylight Wall in Unit #5 of the Mason Consolidated School, Erie, Michigan.
Architects: Jahr-Anderson Associates, Dearborn, Michigan.



natural, cost-free daylight. And nothing brings in *more* daylight than *clear, flat* glass. No other form of glass is so transparent.

A Daylight Wall (clear glass from sill to ceiling) is made even more important by the fact that most of the United States is cloudy or overcast most of the year. (See the weather map.) And the cloudiest months are school months.

Besides "psychology and sunshine", there is another element to consider when you build a school: that's the contribution of large areas of glass to the architectural beauty of your buildings. After all, your school is a key building in your community. It should certainly look as contemporary as the newer homes, stores, and other buildings in the community.

Look over the following list. These are the kinds of glass that can help answer all of these school needs.

KINDS OF GLASS FOR SCHOOLS

PARALLEL-O-PLATE®—recommended for entrances and any other glazed areas where beauty and maximum freedom from distortion of vision are primary considerations.

THERMOPANE® insulating glass—recommended for all windows wherever its insulating properties would result in substantial fuel savings in winter.

TUF-FLEX®—this clear, tempered glass is recommended for gymnasiums, entrance doors and side lights, areas facing playgrounds . . . any area where youngsters or missiles are in rapid motion.

VITROLUX®—this opaque colored glass is recommended for its functional and decorative effect either inside or as a facing material on the exterior.

(Pictures and further details on the back of this insert.)



This great wall of L-O-F Thermopane insulating glass helps keep State Street School, Westerly, Rhode Island, comfortable on even the coldest winter days. Architects: Harriman, Willis & Hayden, Boston, Massachusetts.



PARALLEL-O-PLATE®

Cast a critical eye on the reflections of the upside-down signs in the mirror of conventional plate glass (left) and the mirror of *Parallel-O-Plate* Glass (right).

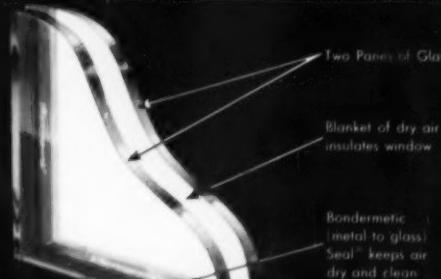
Parallel-O-Plate Glass is much more distortion-free than ordinary plate glass because its surfaces are more parallel. And that's because of L'O-F's *twin-grinding* process in which both surfaces of the glass are ground simultaneously. Freedom from distortion is especially important in large glass areas for architectural beauty and clarity of vision.

THIS IS ORDINARY
PLATE GLASS

THIS IS L-O-F PARALLEL-O-PLATE GLASS

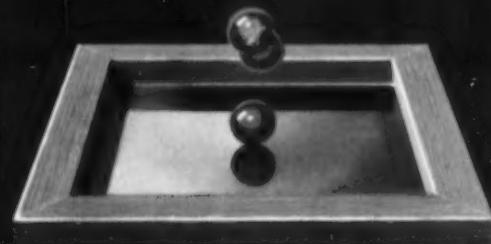
THIS IS ORDINARY
PLATE GLASS

THIS IS L-O-F TWIN-GROUND
PARALLEL-O-PLATE GLASS



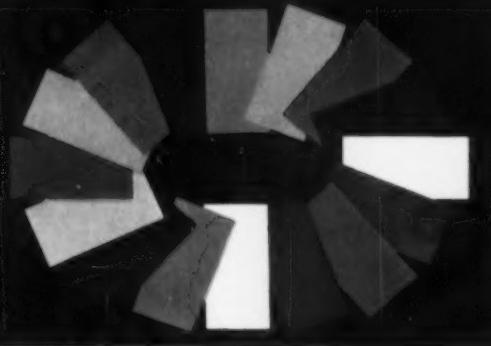
THERMOPANE®

Thermopane insulating glass puts two panes and a sealed-in blanket of dry, clean air between the children and the outdoors. Drafts are reduced so rooms are more comfortable, especially for children sitting close to the windows. *Thermopane* even deadens outside noise that could distract the class. And the heat loss you would get through single panes is cut almost in half.



TUF-FLEX®

Here you see a half-pound (1½" diameter) steel ball, dropped from a height of ten feet, bouncing harmlessly off ¼"-thick *Tuf-flex* glass. *Tuf-flex* is 3 to 5 times stronger than regular plate glass of the same thickness. If maximum resistance is reached, *Tuf-flex* disintegrates into relatively harmless, rock-salt size particles instead of big jagged pieces.



VITROLUX®

Rich color, fused to the back of this clear, heat-strengthened plate glass, adds youthful beauty and cheerful character to your school. Used instead of masonry as an exterior facing material; also for interior partitions. Natural resistance to weathering, crazing and checking. Standard maximum size of *Vitrolux* panels is 48" x 84". Special orders up to 60" x 84". Thickness ¼" plus 1/32" minus 1/32".

Send coupon for your free copy of our book *How To Get Nature-Quality Light for School Children*. Complete. Authoritative. Packed with facts. Valuable for anyone interested in the design of school buildings. Mail the coupon.

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Glass
FOR SCHOOLS

LIBBEY·OWENS·FORD GLASS COMPANY

TOLEDO 3, OHIO

THE SCHOOL SCENE

(Concluded from page 54)

\$45,000; Delaware Township in Erlton, N. J., whose adjustments ranged from \$300 to \$700, offered up to \$1,300 for teachers anticipating retirement within five years.

OTHER SALARY INCREASES

Typical salary increases for administrators: Des Moines, Iowa, reported administrative and supervisory staff salary increases totaling \$57,390. Averaging 8.38 per cent and \$638, the boosts ranged from about \$400 to \$850. In Springdale, Pa., the Allegheny Valley joint district raised "administrators" \$1,000 and principals \$800. Peoria, Ill., recently approved new salaries of \$8,000 per year for grade school principals and \$9,000 per year for high school principals.

In Longview, Wash., noncertified employees recently were voted nine cents an hour increases; a 5½ per cent minimum increase was reported for nonclassified employees in Culver City, Calif.

SCHOOL BUILDING AND OPERATION

ADVISORY ENGINEERING COMMITTEE

The device of utilizing specialist lay help in planning and building schools is a growing one and, except in few cases, a particularly successful one. The committee (1) increases chances for a wisely constructed building and (2) maintains good public relations.

Decatur's (Ill.) District 61 school planners had been subjected to vigorous criticism for some years for the kind of schools they built and the schools' costs.

Planning a school bond issue campaign in 1953, the board invited the local chapter of professional engineers to name five members to work with the board and administration in planning future buildings.

In long-range planning of six schools for the 1953 bond drive, a school staff representative who was responsible for co-ordinating efforts, (1) met with teachers and supervisory staff members to plan the educational needs; (2) met with architects and administration representatives to discuss these needs; (3) met with architects and the advisory engineering committee to explore the architect's proposals for design, materials, and equipment in keeping with these educational needs.

According to superintendent Lester J. Grant, the engineering committee has (1) carefully analyzed plans to help architects choose the best design, materials, and equipment; (2) effected several important structural changes which reduced construction costs substantially (3) created greater confidence in the board and administration (their help was used extensively in answering criticism of the design and materials of new schools).

The committee, serving without salary, has been operating since 1953; since that time relatively few questions have been raised concerning new school construction—indicating taxpayer satisfaction with the new schools.

SCHOOL BUS INCREASE IN 1956

Current data on school bus transportation indicates this phase of school service is still growing, claiming an increasingly large chunk of the local school budget with each year.

Comparing data between 1955 and 1956:

the number of school buses in operation increased 5425* (in 1956, 142,977 buses were estimated to be in use and 18,003 new school buses were built and delivered); the number of children carried daily increased from 9.1 million to 9.7 million—last year there was one school bus for every 68 school children transported.

Costwise, the jump was approximately \$46 million, from \$312 billion in 1955 to well over \$357 billion in 1956.

The cost per pupil transported was \$36.90 for 1956; the cost per mile was approximately 29½ cents for operation and maintenance.

Additional statistics: in 1956 there were at least 142,977 people employed one or two hours to a full day in driving school buses; there was 1200 billion bus miles driven last year; 42,364 school districts used buses last year.

Look to the future indicates, with continually growing enrollment and the consolidation movement hardly reaching its peak: fewer districts using more buses traveling more miles. There will be greater stress on, as well as increasingly greater expenditures for, school bus purchase and operation.

By-product of this increased activity in school bus services includes the growing stress on specialized school transportation personnel.

Los Angeles, Calif., recently announced the creation of the office of Director of Transportation. Salary: from \$940 to \$1,170; experience of eight years necessary. The appointee will be in charge of all city school vehicles, including 100 buses, several hundred trucks and automobiles, and tractors.

WISCONSIN SCHOOL CONSTRUCTION IN 1957

A broad gauge to construction activity in the country during 1957 can be obtained from a recent Wisconsin department of education

*Figures adapted from the March, 1957, *Fleet Owner* and the Feb., 1956, *Bus Transportation*, McGraw-Hill Publishing Company.

report on state school building activity during the first part of this year.

The average cost per classroom since 1956 has decreased \$8,000 for each high school classroom and increased \$6,000 for each elementary classroom. This is at least partially due to the growing inclusion of bigger and better designed multi-purpose rooms and special areas into new elementary schools. Also, the report indicated a notable decrease in the number of new elementary projects under \$100,000.

During the past five months (December, 1956, through April, 1957) total construction outlay is more than holding its own in comparison with this period last year. While the number of projects is decreased, the projects are generally larger in size, with more classrooms being built.

SCHOOL BUSINESS

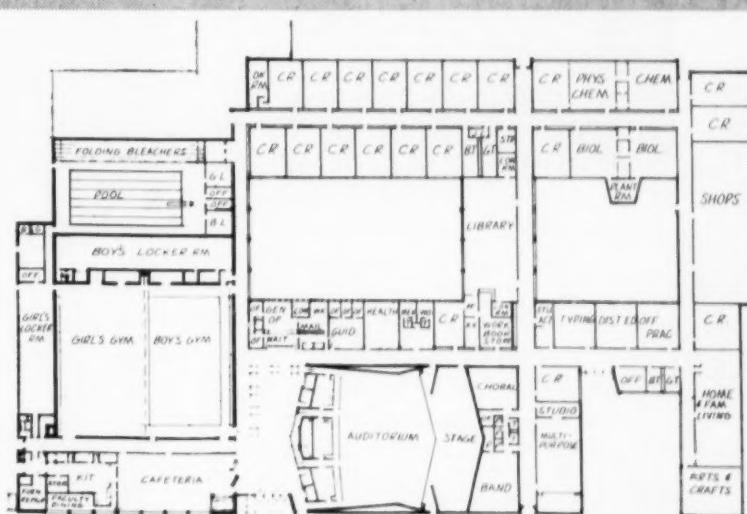
CURRENT COSTS STILL GROWING

School costs during the past month continue to rise.

The average yield of 20 bonds increased to 3.30 per cent (May 23) from 3.25 per cent (April 25). During the month of April, permanent school bonds for school construction purposes were sold in the amount of \$127,153,887, as compared with March's \$215,529,600.

School construction continued to be seasonally brisk during April; Dodge reported contracts let for schools with a total valuation of \$227,380,000 for April. The departments of Labor and Commerce jointly estimated new construction expenditures of \$233,000,000 for the same month. The construction cost index rose to 655 (from 654 in March) in April.

Wholesale prices held firm at 117.2 for the week of May 28, while consumer's prices rose three-tenths of one per cent to 119.3 for April.



COMPLETE NEW HIGH SCHOOL FOR WESTBURY, N. Y.

The board of education of Union Free School District No. 1, Town of Hempstead, L. I., will build an 800-pupil capacity secondary school at an approximate cost of \$2,400,000. The plant will include 19 classrooms, instructional area for crafts, industrial arts, commerce, home economics, and science. A swimming pool, a 1200-seat auditorium, cafeteria with dining terrace, and large library are also included. Eggers and Higgins, New York, are the architects; Dr. Cecil L. Rice is superintendent.

Fenestra[®]
DESIGN NEWS

New Fenestrwall

Our Lady of Charity School, Convent and Rectory, Cicero, Illinois.
Architect: Naess & Murphy, Chicago, Illinois.
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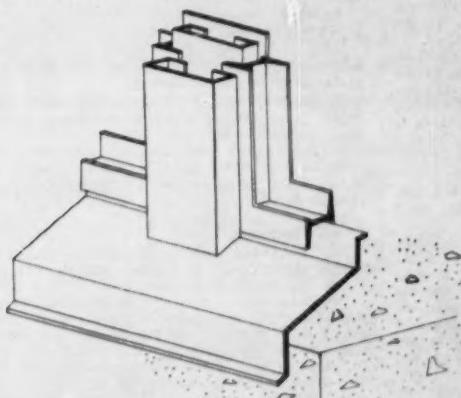
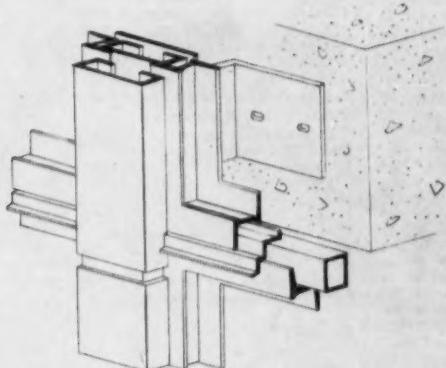
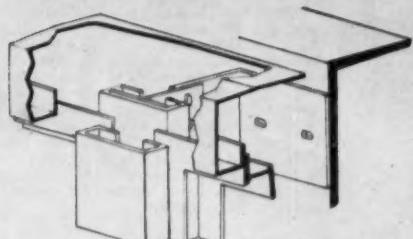
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Fenestra Intermediate Windows used in Fenestrawall construction are available in designs to give you almost unlimited architectural freedom in arrangement of vertical and horizontal lines.

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NEW BOOKS

Financial Accounting for Local and State School Systems

By Paul L. Reason and Alpheus L. White, Paper, 235 pp., \$1. Superintendent of Documents, Government Printing Office, Washington 25, D. C.

Representatives of five nationwide associations cooperated with the U. S. Office of Education in the preparation of this basic guide in accounting. It offers a complete guide in standard financial accounting and includes suggestions for determining per-pupil expenditures, methods of operating expenditures, recording of receipts and expenditures, and criteria for classifying items of supply or equipment. A complete index is appended.

Planning Functional Buildings

By Merle R. Sumption and Jack L. Landes, Cloth, 302 pp., \$5.75. Harper & Brothers, New York 16, N. Y.

This book especially emphasizes the community role in the planning and construction of new school buildings. The authors hold that it is necessary to project the community as a whole, the community desire for the educational program, and the community ability to pay for the school plant. The first 129 pages outline detailed background studies of the community and the social and economic situations. The next 52 pages are devoted to a study of the geographic situation and to the development of educational specifications for the school site and the school building. From then on the balance of the book is devoted to the problems of planning to meet the instructional program of the school, the number of children to be served, and the planning for safety, healthfulness, and efficiency and economy. The final chapter takes up planning for beauty and for harmonizing the school plant with the community picture.

The present book offers extensive discussions of important aspects of community and educational developments. The busy superintendent and school board member may become a bit impatient with the extensiveness of the preliminary consideration which, valuable as it is, may seem somewhat remote to him. The authors offer genuinely new ideas for the layout of buildings and the planning of units for direct instructional use. It is a matter of regret that so many boards of education must still limit themselves to fairly conventional types of organization, to limited sites and short financial resources on the part of the community, to be unable to go along with many of the fine recommendations made in the book.

Audio-Visual Handbook for Secondary Schools

Compiled by Joseph J. Devitt, Paper, 16 pp. State Department of Education, Augusta, Me.

This manual suggests plans for Maine schools suited to the size of the school unit and the number of teachers employed. The author points out that the greatest need is trained personnel capable of carrying on effective work and familiar with the materials to be used.

Proceedings A.S.B.O., 1956

Edited by Charles W. Foster, Paper, 463 pp., \$4.50. Association of School Business Officials, 1010 Church St., Evanston, Ill.

This yearbook contains the complete proceedings, addresses, and reports of the official business of the 42nd convention of the Association of School Business Executives, in Washington, D. C. As in previous years, the papers and discussions reflect largely the experiences of the speakers and the techniques used by them in handling school business affairs in the fields of finance and budgeting, school planning and construction, plant operation and management, purchasing and handling of equipment and supplies, accounting and reporting, and general school office management. The Annual Proceedings of the Association provide an excellent cross section of the present practices, and even more importantly, of the trends in the business management of city and rural school systems. A useful feature of the present report is the "master ten-year index" of the annual proceedings from 1946 to 1956. The Washington convention was particularly fruitful of sound discussions in the fields of purchasing and plant maintenance.

Powers and Duties of School Committees:

Financial Powers

By Joseph Robinson, Paper, 29 pp., 50 cents. Massachusetts Association of School Committees, Inc., New Bedford, Mass.

The first of a series of books to be issued by the Massachusetts Association. It is directed to a study of the important financial powers of a school committee and reviews the legislation as well as the court

decisions, all of which reflect the strong "conviction that the field of public education should be as free as possible from political influences." In Massachusetts, the school committees are empowered to make honest determinations of needs and the municipalities must provide the funds.

Salaries of School Principals in New York City

By Louis Yavner, Paper, 39 pages, Price, \$1. Published by New York Principals' Association, 190-20-109th Road, Hollis 12, N. Y.

This report holds to two major ideas which the New York Principals' Association considers necessary: (1) all principals of elementary and secondary schools should be paid the same salary; (2) considering living costs and the quality of work required in New York City, all principals should be paid from a minimum of \$12,500 to a maximum of \$15,000. The present differences between the different grades of schools are divisive and illogical and to a certain extent prevent the schools from achieving their goals. All leadership of principals should be equivalent for the equal education of children and should be given equivalent compensation.

Rankings of the States

Paper, 21 pp. Research Division, National Education Association, Washington 6, D. C.

This report, which replaces *Educational Differences Among the States*, published in 1948, and revised in 1954, compares the states on 32 points, ranging from grade achievement to salaries and voting record. Comments have been eliminated, since each reader should be free to make his own deductions.

Teachers' Salary Schedules in 138 Urban Districts Over 100,000 Population

Circular No. 2, March, 1957. Paper, 33 pp., \$1.50. Research Division, National Education Association, Washington 6, D. C.

This survey for 1956-57 indicates that while the cost of living has risen about 2.5 per cent during the period 1955-56 to 1956-57, the salaries of regular classroom teachers in the larger districts has been advanced by 12 per cent. The report indicates that there is an increasing policy to hire only teachers having a bachelor's degree or better. There is also increasing consideration of fringe benefits.

Blueprint for Talent Searching

By Richard L. Plaut, Paper, 41 pp., 50 cents. National Scholarship Service and Fund for Negro Students, New York, N. Y.

This publication, made possible by a grant from the Fund for the Advancement of Education, offers specific techniques for identifying talented pupils, a guide for individual and group counseling, a follow-up program, and criteria for the selection of personnel.

Disposition of School Bond Issues and School Levies in Ohio School Districts

Compiled by W. R. Flesher and Kenneth Crim, Paper, 38 pp. Bureau of Educational Research, Ohio State University, Columbus, Ohio.

During 1956, 32 school districts carried bond elections for \$62,734,000, and 16 village and small districts carried elections for \$70,951,000. Only 27 elections failed.

School Finance

Its Theory and Practice. By William E. Rosenstengel and Jefferson N. Eastmont, Cloth, 442 pp., \$6.50. The Ronald Press, New York, N. Y.

This book presents a remarkably balanced, thorough discussion of the entire field of public school financing. Part I takes up the development and general principles of school finance, its practical need, and its place in total public finance. Part II describes the structure and operation of a satisfactory state school support program. The problems of taxation and the relations of state and local expenditures, as well as the current controversy over federal funds are taken up. In Part III the practical aspects of budgeting and accounting of school funds on the local level are described. There is a separate presentation of the growing, serious problem of capital funds and debt service. Part IV takes up special problems, including salaries and fringe benefits for teachers and employees, school plant records, insurance in all its aspects, the management of supplies and equipment, and finally pupil transportation.

The entire emphasis of the book is that of presenting situations and widely accepted theory. The outlines of acceptable practice are carefully detailed. The whole book is factual, clear-cut, and completely unemotional. The authors carefully avoid the pitfalls of so many writers on administrative topics in that they express views and employ emotional adjectives which destroy the convincing character of statements which should be factual and wholly balanced.



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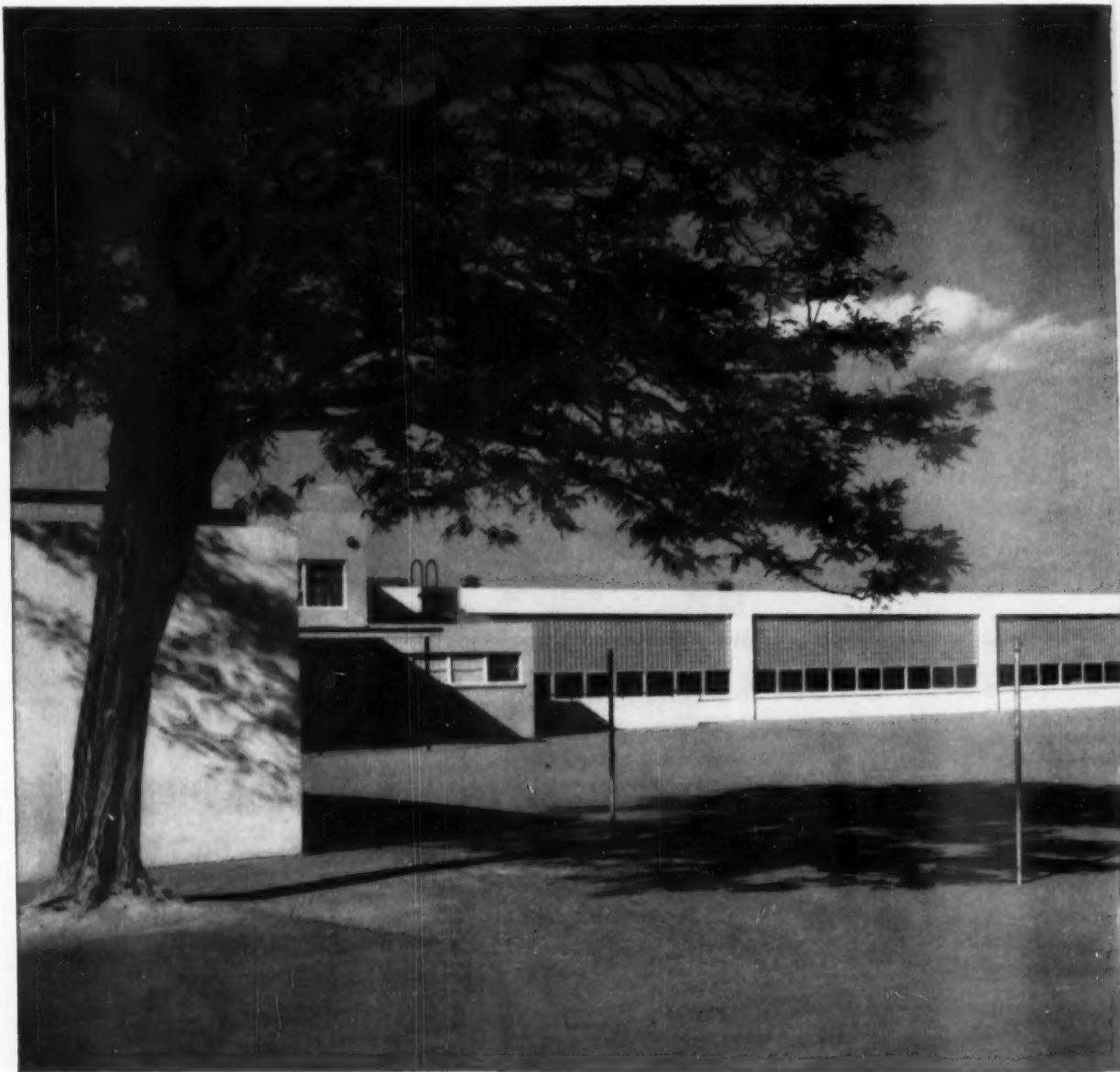
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Low school construction costs demonstrate **Three
of fir plywood**



Re-usable fir plywood concrete forms helped set a new standard in low school construction cost for Washington State on 46,891 sq. ft. Lowell Elementary School, Tacoma, Washington.

key advantages concrete forms

1. time and labor savings

The design adaptability, time and labor savings afforded by fir plywood forms helped set a Washington State record for low construction costs on this Tacoma school. Allowing half area* for the lower floor, school officials give \$9.91 per square foot as the complete construction cost, including taxes and fees. Architect Irvin E. Muri credits fir plywood forms with playing an important role in helping hold costs to this low figure — some 20 per cent below the state average.

2. smooth, fin-free concrete

Plywood-formed surfaces, both inside and out, were merely sack-rubbed and then painted — a major factor in the low cost. Fir plywood also was used for ceiling slabs, retaining walls.

3. economy through re-use

Up to 6 re-uses of plywood forms were reported by contractor. In addition, many panels were later re-used on other jobs. The contractor reports the plywood forms helped speed work and cut costs all along the line.

*Allowing full area for the complete per square foot construction cost comes to \$7.85.



ALWAYS SPECIFY BY DFPA GRADE - TRADEMARKS

INTERIOR PLYFORM®—standard concrete form grade made with moisture-resistant glue. Gives multiple (10-12) re-uses.

EXTERIOR PLYFORM®—standard form grade made with waterproof glue. Gives maximum (25 or more) re-uses.

OVERLAID FIR PLYWOOD—special panel with hard, glossy fused resin-fiber surfaces. Waterproof glue. Up to 200 re-uses.

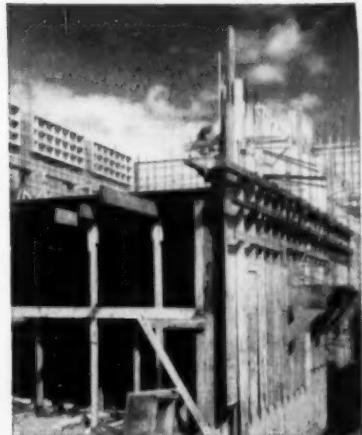
FOR YOUR FILES: Complete application-specification-design portfolio assembly. Write (USA Only) Douglas Fir Plywood Association, Tacoma 2, Washington, Dept. 128.

LOWELL ELEMENTARY SCHOOL

LOCATION: Tacoma, Washington

ARCHITECTS: Lance, Muri & McGuire, Tacoma

CONTRACTORS: Bonnell Construction Co., Tacoma



Construction view shows wall and floor slab forms in place. Panels were used six times on job, many also re-used by contractor on subsequent jobs.

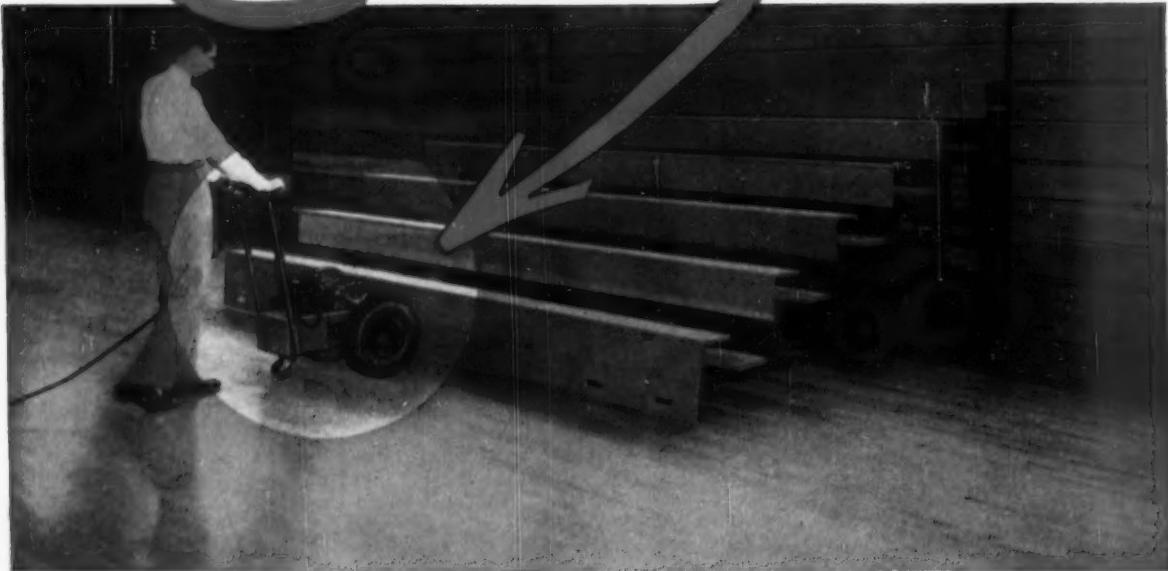


Stripping ceiling forms. Exposed concrete surfaces, both inside and out formed against $\frac{5}{8}$ " fir plywood, were painted direct after minimum of rubbing, eliminating plastering.



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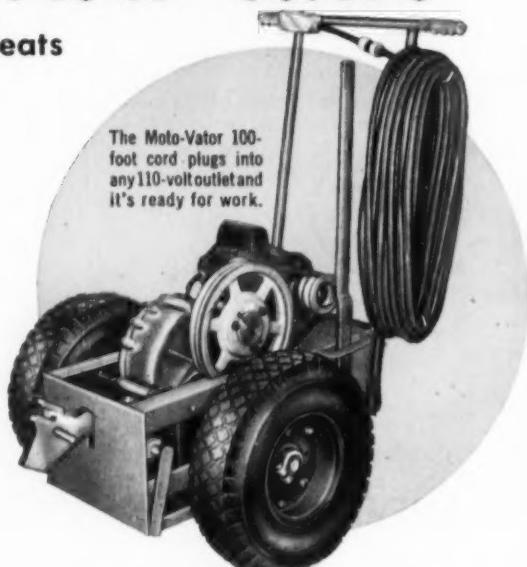
Even the largest Medart telescopic gym seat sections can now be opened or closed by just one person in only a few seconds. Medart's Moto-Vator* will do the complete job without physical effort . . . safely, quietly and far more accurately than two or three men could do it manually.

The lock-lift arm at the front of this rugged, compact electric power unit is simply guided into an opening at the front of the first row seat without troubling to raise the riser. By merely pressing a switch on the Moto-Vator handle the entire section can be glided open or closed without physical effort. Easy steering guarantees precision trackage. Pneumatic tires insure protection for highly finished floors.

Get the facts on this "must" for every modern gym.

Write today for complete information.

The Moto-Vator 100-foot cord plugs into any 110-volt outlet and it's ready for work.



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All Medart Seats installed since 1954 can have the convenience of the new Moto-Vator. Write for details.

*Trademark of Fred Medart Products, Inc.

FULL EMPLOYMENT

(Concluded from page 26)

mote more full-time, nonteaching personnel such as principals, supervisors, special teachers, semiprofessional aides, and clerks. With the shorter contact day and the presence of semiprofessional helpers, it might be possible for a teacher to be responsible for more pupils in the classroom. However, this is another experiment apart from the main concern here.

Effect on Cafeteria

The effect of this plan on the school cafeteria seems difficult to predict. Pupil health might be better if both morning and afternoon groups ate at school on a staggered system. Pupils who came early or stayed late would have to eat at school. Some pupils might prefer to eat at home. Future construction of cafeterias would depend on the use made of them.

This year-round school would permit more high school pupils to have part-time, year-round jobs. A student could work part of every morning or afternoon the year round with considerable benefit to pupils and employers. More mothers could work if baby sitters were available both mornings and afternoons.

Religious education, club work, and other activities could be scheduled both mornings and afternoons for the group out of classrooms. Some sort of alternation between morning and afternoon groups would probably be worked out on a yearly or other time basis.

Learning By-Products

The main concern of educators is the best possible education of children, rather than full employment of classrooms or teachers. However, it may well turn out that children will learn more rather than less with this proposed plan.

Teachers would be fresher due to the shorter class contact day. Many a voice, vigor, and patience will wear better through a four- than five-hour stretch of one of the most difficult jobs known.

Children will require much less annual fall review to make up for the long summer forgetting period. Teachers would be better prepared with materials and ideas for a shorter class day due to the increased preparation time now available per class hour. Preparations right in the school with everything to work with and professional assistance available too could make a tremendous improvement.

The short day and long year with careful planning by administrators, teachers, and parents seems to be well worth a trial.



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- Available in wood or steel
units

Fill your exact wardrobe requirements with R-W 785 In-a-Wall wardrobes...the modern, flexible unit system that makes it possible to achieve custom wardrobe installations at production prices. R-W 785 In-a-Wall Wardrobes combine flexible adaptability with the latest in modern styling, dependable operation and efficient performance. Each five foot unit will accommodate 20 pupils...wardrobes may be equipped with cork bulletin boards, chalk boards and chalk troughs if desired. Dollar for dollar...feature for feature...you can't beat the value of R-W In-a-Wall Classroom Wardrobes. Installation supervised and guaranteed.

WRITE TODAY for complete information...request Bulletin No. F-180.

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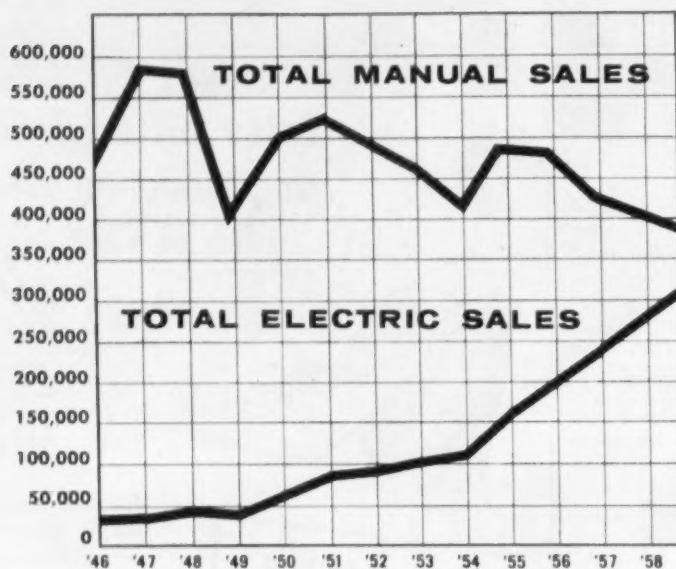
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Educational Services Dept.,
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New York 22, New York

The above graph has a message of great importance to business educators. It shows that in 1958—when some of your present students will be graduating—almost half of the typewriters purchased for business offices will be electric. So, to prepare your students for their future jobs—training on the electric typewriter is a "must."

Figures prove, too, that the IBM is the favorite electric by far—it outsells all other electrics *combined!* So, train your

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TYPEWRITERS

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this chair?

students on the typewriter they'll be most likely to use—the IBM Electric!

School tests prove, too, that students type more rapidly and accurately on any machine—even manuals—when they have been trained on the IBM. With the IBM you can simplify stroking and carriage drills—advance more rapidly into over-all typing techniques to turn your students into competent, confident typists faster.

ELECTRICS COMBINED!

Typing Tips to Students from the "Teaching Typewriter"— the IBM!

To center headings or titles correctly for the handsomest results, here's the easy way:

1. Divide the total number of spaces in the writing line by 2, and move the carriage to that point on the scale.
2. Backspace one for every 2 characters and spaces in the heading to be centered.
3. Your carriage will be at the correct point to begin typing the heading.

When you wish to type a single character down the length of a page, it is not necessary to set a margin or a tab stop. Here's the easy way to do it on the IBM Electric:

Simply move your carriage to the desired position on the page and type the single character. Then immediately position your first finger on the right hand on the back-spacer, and put the second finger on the return key. Depress both keys simultaneously.

In one fast operation, you will have moved down one line and back one space, and your carriage will be in the correct position for typing the next character.

When you are typing manuscripts of several pages and you want them to look uniform, here's the way to make sure you end each page on the same line:

Prepare a strip of paper numbered vertically from 1 to 33 single-spaced. With cellophane tape, fasten the strip around the extreme left edge of your platen. Align your first page with 1 and note the number on which you end the page. Then stop typing at the same number on each succeeding page.

REMEMBER . . . the efficient way turns out to be the easy way to do things. So master these efficiency "tricks" to help yourself do the best job when you're out in the business world!

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PERSONAL NEWS

ARKANSAS

E. Y. Taylor has been elected superintendent at Brookland.

CALIFORNIA

Dr. O. S. Hubbard, County Superintendent of schools of Santa Clara County, Calif., for the past eleven years, resigned and went on retirement April 1.

Dr. Hubbard entered the county school system in 1939 and served seven years as curriculum co-ordinator and assistant superintendent. He was appointed to the superintendency in June, 1946, and was re-elected to that position twice.

Prior to going to Santa Clara, Dr. Hubbard served for eleven years in the Fresno city schools, and nine years as superintendent. He also had served as superintendent in Madera and Lindsay.

Dr. Hubbard plans to retain his residence in Los Gatos and will do some traveling.

C. E. Sovine, president of the Santa Barbara, Calif., board of education, and other board members were honored April 30, at a Public Schools Week testimonial dinner, sponsored by the Masons at a local hotel. Dr. E. W. Jacobsen, of the University of California, Los Angeles, in a brief address, praised the local board and paid tribute to the high caliber of the teachers.

ILLINOIS

Charles E. Landreth is the new superintendent at Westmont.



Arnett C. Lines, a member of the Barrington, Ill., board of education for 25 years, retired in April. In recognition of his service to the community's schools, Mr. Lines was honored at a command and distinguished seremony banquet during which Mr. Lines and his family were presented a television set and a testimonial signed by past and present members of the board of education.

INDIANA

Supt. Alex Jardine, of South Bend, Ind., has been re-elected for a five-year term, with a salary of \$15,500 for the first year, \$17,000 for the second, and \$18,500 for the third year.

IOWA

Supt. Harold J. Williams, of Davenport, has been re-elected for a two-year term, at a salary of \$14,250.

Ken Grinstead has been elected superintendent at Yarmouth.

KANSAS

James Hilliard is the new superintendent at Hartford.

E. L. Farr, of Roxbury, has taken a principalship at Riley.

C. K. Wilcox is the new superintendent at Bonner Springs.

LOUISIANA

Supt. James Redmond, of New Orleans, has been re-elected for another four years, at a salary of \$23,500.

MISSOURI

James Montague has been elected superintendent at Forest City.

Henry A. Edwards is the superintendent of the Jefferson County R-3 school district, Hillsboro.

MISSISSIPPI

E. J. Bogan has been re-elected president of the Greenville board. Dr. D. C. Montgomery is vice-president; and Mrs. John C. Suores is

NEBRASKA

Marvin D. Maurer is the new superintendent at Talmage.

NEW JERSEY

Harry C. Smalley has been elected administrative assistant to the superintendent at Bridgeton.

NEW YORK

Mark H. FitzGibbons is the new superintendent at Oswego.

Francis W. H. Adams has been appointed a Manhattan member of the New York City board of education, to succeed the late William J. O'Shea.

Palmer L. Ewing, Buffalo, has been elected chairman of the New York University College of Education Administration and Supervision Department.

OHIO

The public school system of Parma, Ohio, on May 26 held a reception and dinner to honor Supt. Carl C. Byers, who is leaving his position at the end of the school year after 15 years' service.

Supt. Byers during his long period of service has earned national recognition in the educational field for his tremendous leadership in the Parma schools and his contributions to education everywhere.

Supt. Byers is leaving the superintendency to continue a rapidly expanding speaking and writing career in educational and related fields. He is associated with the speakers' division of the General Motors Corporation and he has a speaking schedule with the Associated Clubs of America, Inc.

Robert E. Wilson has been re-elected at Mansfield.

Robert Smith is the new president of the Thompson board. Ernest Wagner is vice-president.

Richard Thompson has been elected president of the Delphos board. Ray Pohlman is vice-president.

Lester Ward has been re-elected president of the Kenton board. Robert Stewart is vice-president.

M. L. Dewold is the new president of the Jackson board.

W. S. Evans has been re-elected president of the Smithfield board.

OREGON

Andrew E. Brandt is the new president of the Bellfountain board. Richard Parker is a new member.

PENNSYLVANIA

Benjamin G. McFate is the new president of the Oil City board. Other officers are H. J. Fitch, first vice-president; Donald T. Secor, second vice-president.

TEXAS

G. C. Scarborough has been elected interim superintendent at Houston.

VIRGINIA

T. C. Nelson has been re-elected for a four-year term at Newport News.

WASHINGTON, D. C.

Supt. Hobart M. Corning, of Washington, D. C., has announced his retirement, to take effect in March, 1958, after the expiration of his three-year term.

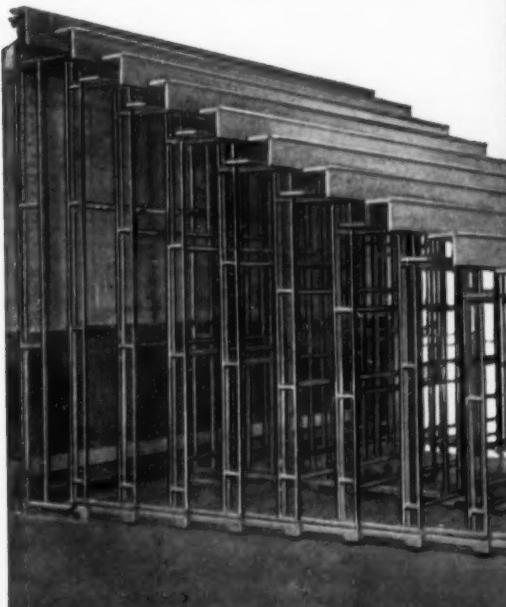
The school board plans to scour the field for a new superintendent and is contacting superintendents in cities of more than 500,000 population.

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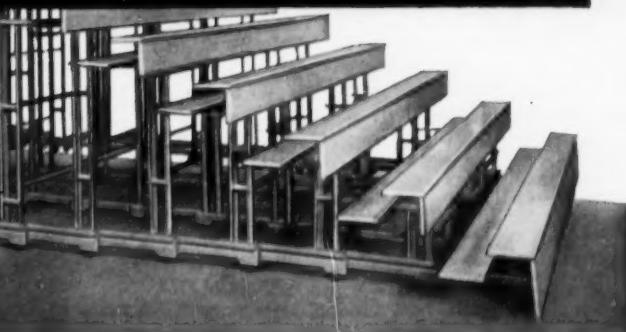
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- **SIMPLICITY OF DESIGN**
Minimum moving parts.
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No structural metal-to-metal friction.
- **BEST APPEARANCE**
Rich Golden Oak finish.

Submit plan details of your set-up for recommendations by Safway seating engineers (no obligation). Write today for free BULLETIN 167.



News of Products for the Schools

POSTURE CONTROL DESK

A new posture control school desk especially designed for increased student attention and comfort at an economy price has been announced by General School Equipment Co., St. Paul 14, Minn. For use in junior and senior high schools, the Model "67" provides greater relaxation and classroom discipline while lessening both physical and mental fatigue. It has a one-piece body-contour seat.



Secondary School Desk

back, an offset movable pedestal and neoprene rubber shoes, and an abuse-resistant "Marbleyke" desk top. An easy-to-reach wire book rack is available at a slight extra cost.

Available in 16, 17, and 18 in. heights, the tubular portion is a combination of rugged 1 1/4 and 2 in. 14-gauge high-grade steel tubing. Other important features are an all-welded frame for greater strength, a perfectly balanced cast base and an Arabian Sand baked enamel finish.

(For Further Details Circle Index Code 0342)

"DRY" STEAM COOKERS

Flex-Seal speed cooker, made by Vischer Products Co., Chicago 18, Ill., cooks with "dry" steam without adding water. The process keeps food firm and insures fast cooking. For example, one cooking compartment will cook an institutional package of frozen vegetables without defrosting in four or five minutes' time or yield 144 to 180 servings per hour.

The models range in size from the single compartment, measuring 12 by 12 by 22 in., to the newest and largest five-compartment model, 60 by 31 by 62 in., which prepared 720 to 900 servings per hour. All models are stainless steel and have a self-sealing door that eliminates steam hazards. They can be had with an automatic electric steam generator or with a direct steam connection. According to the manufacturer, this small batch volume cooking meets the need for portion planning which reduces waste, saves labor, and controls cost. Any kind of fresh, or frozen food can be prepared in the speed cooker.

(For Further Details Circle Index Code 0343)

COMPACT FOUNTAIN UNIT

The Halsey W. Taylor Co., manufacturers of drinking fountains and coolers, Warren, Ohio, have announced a new compact unit for remote installations. Usable with any type of Halsey Taylor fountain, the unit can be placed in wall recesses, under counters, on shelves, or in cupboards. A removable access and ventilation panel is available for wall recess installation.

(For Further Details Circle Index Code 0344)

"YEAR ROUND" VENTILATOR

A single air conditioning unit that can be used for both summer and winter ventilation has been announced by American Air Filter Co., Louisville 8, Ky. Called the Herman Nelson HerNel-Cool II, the unit contains many outstanding features including the draft-stop system of controlling window downdrafts in wintertime; a new cleanable "drain collector" beneath the piping connections for the collection of condensate; larger end panels for easier accessibility for servicing; a modulating bypass damper control, with a continuously cold-cooling element for better humidity and odor control; a complete range of color combinations; and a selection of attractive plastic low reflectance top coverings. The unit controls are arranged to automatically index to operate on summer air conditioning, or winter or mild weather heating, ventilating and ventilation cooling in accordance with the temperature of the supply water. No resetting of room controls, unit valves, or the adjustment of damper settings is required at any time.

(For Further Details Circle Index Code 0345)

NEW MONROE TABLES

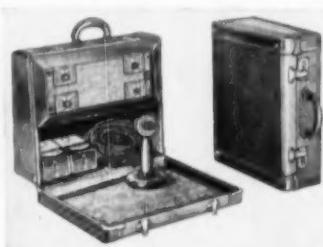
Three new folding pedestal tables have been announced by the Monroe Co., Colfax, Iowa — models "S," "W," and "A." Each model is available in four different tops — masonite, ornacel, formica melamine plastic, and resylite melamine plastic. The top of each table is bonded to a frame of 5 ply plywood which in turn is fastened to an apron of steel. The molding of each is the flush "T" type and is high grade extruded plastic, bronze in color. It does not project above the surface of the top.

All models can be obtained with a choice of an automatic or manually operated lock. Pedestals and apron are enameled tan taupe and fitted with rubber feet.

(For Further Details Circle Index Code 0346)

TRANSISTOR PA SYSTEM

A transistorized, completely portable public address system that requires no external power source and weighs only 18 lbs. is being marketed by the Antrex Corp., Chicago, Ill. Entirely American made, the unit, called "Redcap" is built into an attaché case about 6 inches wide, 14 inches deep, and 18 inches



Light-weight, Portable PA

long. Components are a high fidelity transistor amplifier, a heavy-duty eight inch speaker, a microphone and controls, and two flashlight batteries. Batteries are easily replaceable and give up to 50 hours of service. For use either inside or out of doors, the system delivers sufficient volume to be heard clearly over an area of more than 6000 square feet without auxiliary speakers.

(For Further Details Circle Index Code 0347)

DESIGNED FOR ACCIDENTS

Folding furniture that is stain proof, scratch proof, cigarette proof, and wear resistant has been developed by the Samsonite Co., Shwayder Brothers, Inc., Detroit, Mich. Created to meet every demand for protection against the smallest or most serious institutional accidents the new line features a "magic top" material on both chairs and tables. It is a special all-resistant, all-purpose Columbus Coated fabric that has been bonded under



"Magic Top" Table

tons of pressure to the all steel frame of the tables and chairs. Extreme endurance tests including staining, scratching, bleaching, allowing lighted cigarettes to extinguish themselves, burning alcohol, and smearing proved the material is indestructible. Another attractive feature is the surface design of the table. There is no underpadding; the table surface is lowered and rimmed by a raised frame which provides added protection against food, ashtrays, games, or glasses from slipping off the table.

(For Further Details Circle Index Code 0348)

WORK SAVING CABINETS

The H-O-N Co., Muscatine, Iowa, office equipment manufacturers currently celebrating their tenth anniversary, recently placed on the market a new card cabinet, file cabinet, and desk. The card cabinet designed for easy use features nylon guides at four contact points, which provide greatly improved drawer action and eliminate "drag" and binding. Another convenience feature is a "tilt back" follower which gives the user ready reference and visibility to any card in the drawer. One and two drawer models are available in sizes for 3 by 5, 4 by 6, 5 by 8, and 6 by 9 cards.

The desk made of steel has a poly vinyl panel top and drawers which also operate on nylon rollers.

(For Further Details Circle Index Code 0349)

AIR CONDITIONERS FOR RENT

Leasing Corporation of America, Philadelphia, Pa., recently announced they will lease on a nationwide basis RCA Whirlpool air conditioners. The units will be leased on a two, three, or five year basis. Included in a fixed monthly charge, which will vary according to installation, will be any required wiring, window, or building modifications, as well as complete maintenance. Representatives for the corporation are presently located in New York, Chicago, Detroit, Baltimore, Cleveland, Toledo, St. Louis, Boston, Washington, D. C., Hartford, Conn., Providence, R. I., Pittsburgh, Pa., Indianapolis, Miami, Pensacola, Fla., New Orleans, Birmingham, Ala., Memphis, Tenn., Atlanta, Ga., Charlotte, N. C., and Richmond, Va.

(For Further Details Circle Index Code 0350)

(Concluded on page 74)

Griggs new *Tempo*
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Desk
and
Chair

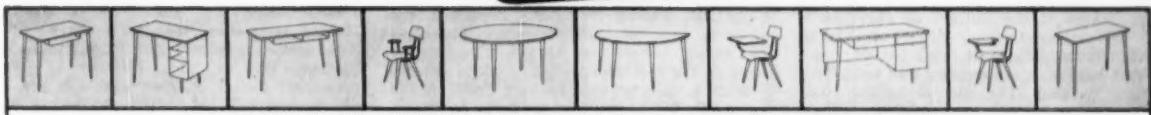


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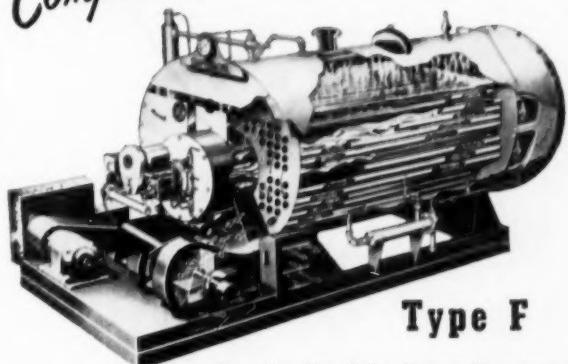
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STEAM GENERATORS

News of Products . . .
(Concluded from page 72)

POOL DRAINAGE IMPROVED

A swimming pool drainage system which brings the water level nearer deck level, cuts operating costs and is more sanitary, has been introduced by the Norman Boosey Mfg. Co., Detroit and Racine, Wis. Called the Boosey water-level deck drain, the system features a drainage trench completely surrounding the pool and set back from the edge. The trench is covered with a slip-resistant grille with



Ladders, Steps Eliminated

apertures small enough to prevent snagging and injury to the toes. Overflow gutters are eliminated and waste is washed over into the trench. Drains at the bottom of the trench direct this water through filters and back into the circulating system, with the dual results that sanitation is increased and operating costs are reduced. The use of ladders and steps is eliminated. A person, whether expert swimmer or "splasher," can easily just roll out of the pool.

(For Further Details Circle Index Code 0351)

BRIGHT, STYLISH DUPLICATORS

An office duplicator improved in both appearance and operation has been introduced by Ditto, Inc., Chicago 45, Ill. A direct process machine called the D-70, this new model, available in green, brown and sand gray finishes, features an 18 inch drum, a push button intermittent paper feed and fully adjustable feeding and receiving trays that eliminate the need for auxiliary guides or feeding attachments. It will accept paper of any size from 3 by 5 to 18 by 14 inches. The paper feeding push-button bar lets the operator shift from full automatic to intermittent paper feeding at a finger's touch and permits rapid, accurate feeding of single sheets or cards. Finished copies automatically fall into stacked alignment on the two position receiving tray which can be adjusted to accommodate long or short sheets. The machine has a top speed of two copies a second and can handle 500 sheets at one time.

(For Further Details Circle Index Code 0352)

RAPID CHANGEOVER THERMOSTAT

Uncomfortable delays in adjusting air-conditioning systems to meet daily and seasonal needs are eliminated by a new positive change-over thermostat developed by the Powers Regulator Co., Skokie, Ill. Called the Type H-C Heating-Cooling thermostat, the instrument acts rapidly and positively whenever the user changes it from heating to cooling or vice versa. It is used with pneumatically controlled air-conditioning systems.

For the heating cycle, the instrument operates on a 22 psi supply pressure. For cooling, supply pressure is 15 psi. Temperature range of the H-C thermostat is 60-85 degrees F with a factory adjusted set point of 75 degrees F. Temperature response is $\frac{1}{2}$ degree F. Maximum recommended ambient temperature is 110 degrees F.

(For Further Details Circle Index Code 0353)

CATALOGS & BOOKLETS

Floor maintenance equipment and supplies available from Finnell System, Inc., Elkhart, Ind. are described in an illustrated 4-page folder recently released by the company. Entitled "Everything for Floor Care" the folder contains information about scrubbing, waxing, polishing, and mopping equipment in addition to details about waxes, sealers, and cleansers. Copies are free.

(For Further Details Circle Index Code 0354)

Cafeteria and dining room seating equipment produced by the National School Furniture Co., Odenton, Maryland, is illustrated and described in a 4-page folder recently released by the company. Copies of the folder called Catalog S are available on request.

(For Further Details Circle Index Code 0355)

Lo-set Ramfeed Stokers are fully explained in a 12-page multicolor brochure prepared by the Canton Stoker Corp., Canton, Ohio. Copies of the folder designated No. 546 may be obtained by letterhead requests.

(For Further Details Circle Index Code 0356)

"Modern Materials for School Maintenance" is the title of a helpful new bulletin of information regarding school maintenance materials and procedures compiled by Magnus Chemical Co., Inc., Garwood, N. J. Copies of the bulletin are available on request.

(For Further Details Circle Index Code 0357)

MANUFACTURERS' NEWS

New officers of the **Scientific Apparatus Makers Association**, who were elected at the 39th annual meeting held in White Sulphur Springs, W. Va. are: Richard E. Welch, president; Dr. G. A. Downsborough, president pro tempore; T. M. Mints, treasurer; A. G. Dixon, laboratory apparatus section chairman; and Erik L. Sjostrom, laboratory equipment section chairman.

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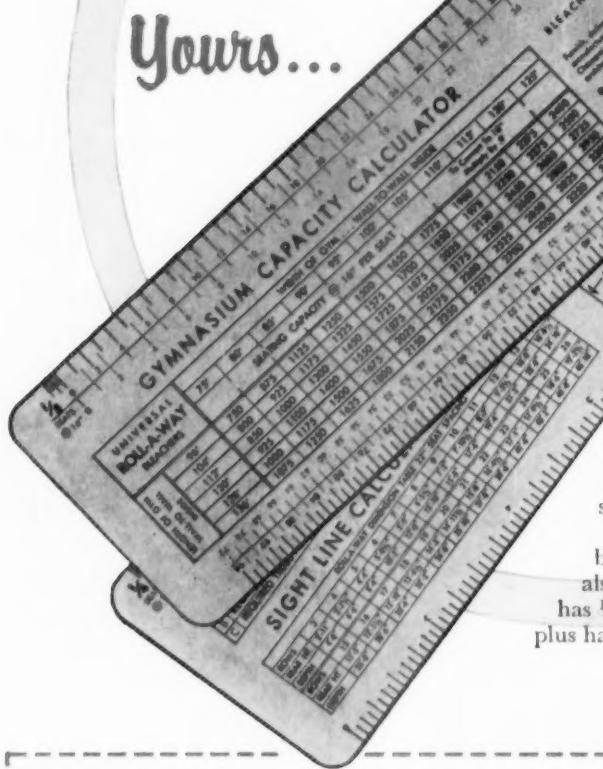
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